

Sustainability Tracking, Assessment & Rating System (STARS)

for Colleges and Universities

Version 0.5

April 2008

Project coordinated by the Association for the Advancement of Sustainability in Higher Education





AASHE is an association of colleges and universities in the U.S. and Canada working to create a sustainable future. It was founded in 2006 with a mission to promote sustainability in all sectors of higher education - from governance and operations to curriculum and outreach - through education, communication, research, and professional development. AASHE defines sustainability in an inclusive way, encompassing human and ecological health, social responsibility, secure livelihoods, and a better world for all generations.

This document was written by Laura Matson with assistance from Julian Dautremont-Smith, Dave Newport, and Judy Walton.

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April 9, 2008

Dear Reader,

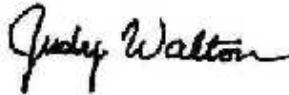
Thank you for your interest in AASHE's Sustainability Tracking, Assessment & Rating System (STARS) for higher education!

Reaching this stage in the development of STARS would not be possible without the tremendous contributions we have received from throughout the campus sustainability community. A hearty thanks to the Strategic and Technical Advisory Committees, independent reviewers, institutions participating in the pilot project, and the many others who participated in phone calls and conference sessions, asked questions, and sent resources.

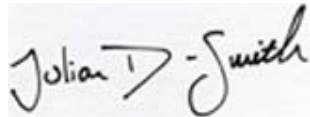
While STARS 0.5 includes many improvements over the previous version released last fall, it is still a work in progress. Your suggestions and feedback will be critically important in further improving the system. Please send comments and suggestions to stars@aaashe.org. The comment period on this draft will last until **May 9, 2008**. Further instructions for reviewers are found on the following page. We look forward to hearing from you.

Toward Sustainability,

The STARS Steering Committee



Judy Walton, Acting Executive Director, AASHE



Julian Dautremont-Smith, Associate Director, AASHE



Dave Newport, Member, Board of Directors, AASHE &
Director, Environmental Center, University of Colorado at Boulder

Instructions for Reviewers

AASHE welcomes feedback on STARS from campus sustainability practitioners, experts, and all other interested parties. The comment period on this document will last until **May 9, 2008**.

To facilitate the review process and foster the most useful feedback possible, AASHE prepared the following guidelines for commenting on this document.

- AASHE understands that many of the credits included in this document are imperfect. Specific suggestions for how to improve individual credits, sections, or the system overall are more helpful than criticisms of the current credits without proposed solutions.
- Reviewers are encouraged to focus their feedback on the sections or topics in which they have expertise and/or experience. While AASHE welcomes feedback on the whole system, reviewing the entire document is not required or expected.
- At this point, AASHE is focusing primarily on developing strong credits. The number of points associated with each credit and section will be determined after the criteria for each credit have been finalized. Therefore, feedback about point allocation may be more useful at a later stage.

The credits included in the *Guide to STARS Pilot Phase One* have been incorporated into this document without significant changes; only minor clarifying edits have been made. As a reminder, phase one of the STARS pilot project includes all of the Operations category and the following sections in the Administration and Finance category: Investment, Planning, and Sustainability Infrastructure. The one exception to this is the addition of *AF Credit 12: Inter-Campus Collaboration on Sustainability*, which is part of the Sustainability Infrastructure section.

Please send comments and suggestions to stars@ashe.org. AASHE will consider all input received. Following the comment period, AASHE will compile a document that includes all feedback and will make the document publicly available on its website (names will be removed to protect reviewers' confidentiality).

Major Changes Made since the Previous Version of STARS

Since the release of STARS 0.4 in September 2007, AASHE has received widespread, constructive feedback from the campus sustainability community. As part of its response to this feedback, AASHE has made the following major changes to this version of STARS.

- 1)** The four major categories included in STARS 0.4 (Governance and Finance, Social Responsibility and Community Engagement, Education and Research, and Operations), have been narrowed to three: Education and Research, Operations, and Administration and Finance. Each category is of roughly equal point value.
- 2)** Many trend-based credits have been changed to recognize institutions that have met an absolute level of achievement to avoid putting schools that have already made significant progress toward sustainability at a disadvantage.
- 3)** Each Tier One credit now includes a Criteria, Guidance, and Documentation section.
- 4)** An institution's overall sustainability score is based on the *percentage of applicable points* it achieves rather than the absolute number of points earned, as in the previous version.

Responses to other reviewer feedback and many additional changes are described throughout this document in [discussion sections, which are in blue serif text](#). Discussion of changes and potential changes included in these sections **should not be considered exhaustive or final**. AASHE has received feedback that is still under consideration and was not incorporated into this document due to space and time limitations.

To view additional feedback received, please see documents posted on the STARS website (www.aashe.org/stars), including Responses to STARS 0.4 Survey, Comments on STARS 0.4, notes from conference calls about STARS 0.4, notes from sessions at campus sustainability conferences, and notes from the pilot project conference calls.

STARS Overview

Goals of STARS

AASHE's Sustainability Tracking, Assessment & Rating System (STARS) is a voluntary, self-reporting framework for recognizing and gauging relative progress toward sustainability by colleges and universities. It is designed to:

- Provide a guide for advancing sustainability in all sectors of higher education, from education and research to operations and administration.
- Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.
- Create incentives for continual improvement toward sustainability.
- Facilitate collaboration and information sharing about higher education sustainability practices and performance.
- Recognize sustainability achievements for all institutions, including leaders and beginners.
- Build a stronger, more diverse campus sustainability community.

In addition, schools may be able to receive marketing benefits from using STARS, and prospective students will be able to use STARS ratings in deciding which school to attend. AASHE hopes that all of this will help accelerate and enhance higher education's move toward sustainability.

Why STARS is Needed

There is currently no standard, comprehensive way to compare the sustainability performance of higher education institutions and to benchmark a single institution's performance over time. This makes it difficult for schools to reap the marketing, recruitment, and fundraising benefits of sustainability leadership.

While there are several other campus sustainability rankings and rating systems that serve valuable purposes, they don't fully meet the goals of STARS outlined above and differ from STARS in the following ways:

- STARS has a fully transparent process for its ratings – it's clear to users and observers what an institution needs to do to achieve a high rating.
- All colleges and universities have an opportunity to participate in STARS.
- STARS is being developed with widespread participation and input from higher education and sustainability communities.
- Most of the information that institutions submit to earn a STARS rating will be shared publicly, thereby enabling opportunities for learning and collaboration.
- Consistent with the original and long-standing meaning of sustainability, STARS includes credits related to an institution's social, economic, and environmental performance. Other systems tend to focus exclusively or primarily on environmental performance.
- STARS is a *rating* system not a *ranking*. In other words, institutions are not competing against each other to earn a high score. Each school is evaluated based on its own performance and not relative to other schools.

In addition, AASHE expects that STARS will help create a central source for standardized information about campus sustainability performance and will facilitate information-sharing among institutions. Since institutions will be reporting about their sustainability programs and accomplishments, the STARS reporting system will be able to generate helpful resources for schools looking to benchmark against peer institutions and learn from experiences of other schools.

Audience

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

Since the upper levels of points were selected to represent, to the extent possible, what a fully sustainable campus would look like, there are some points that few, if any, institutions would achieve currently. Feedback from the campus sustainability community and data and insights provided by institutions participating in the pilot version of STARS will be used to determine what changes are necessary to ensure that STARS is relevant and useful for all campuses.

Understanding Sustainability

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

The most popular definition of sustainability is from *Our Common Future: The Report of the World Commission on Environment and Development*, commonly known as the Brundtland Commission report:

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

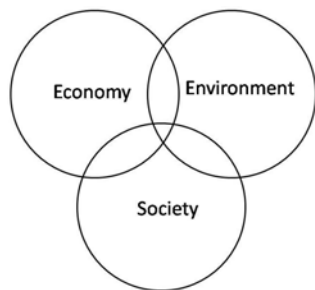
The interconnectedness and interdependence of the social, environmental, and economic components of sustainability are included throughout *Our Common Future*. The Brundtland Commission writes, “our inability to promote the common interest in sustainable development is often a product of the relative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

Our inability to promote the common interest in sustainable development is often a product of the relative neglect of economic and social justice.

To further advance the principles of sustainability, the Brundtland Commission called for a “universal declaration” of norms to promote sustainable development. This goal was realized with the Earth Charter, a “global consensus statement on ethics and values for a sustainable future.” Developed over a period of ten years with

extensive global consultation, the Earth Charter has been formally endorsed by many organizations, including the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the World Conservation Union. The Earth Charter continues the Brundtland Commission's understanding of the connections between social justice, environmental welfare, and economic security.

Today, most uses of and references to sustainability emphasize the concept's 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 Es of sustainability: economy, ecology, and equity.



Popular representations of sustainability also underscore the concept's three dimensions. Sustainability experts often use a three-legged stool as a symbol for sustainability. The social, economic, and environmental components of sustainability each represent one of the stool's legs. If one of the legs is missing, the stool can't balance or function. Another common illustration of sustainability is a diagram depicting three overlapping circles, representing environmental needs, economic needs, and social needs. The area where the circles overlap and all three needs are met is the area of sustainability.

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

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

STARS History and Future Plans

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

Over the next year and a half, AASHE gathered feedback and input from workshop participants at several campus sustainability conferences, including the AASHE 2006 Conference, the 2007 Rocky Mountain Sustainability Summit, the 2007 Smart and Sustainable Campuses Conference, and the 2007 Greening of the Campus Conference.

In September 2007 AASHE released STARS 0.4, a draft version of the rating system that included potential credits. AASHE enlisted the assistance of experts from throughout the sustainability and higher education communities to provide feedback on the draft system. The draft document generated widespread feedback. Around the same time, AASHE conducted a survey of STARS Technical and Strategic Advisory Committee members to gather input on the structure, credits, and organization of STARS. To further revise STARS, AASHE conducted a series of focused conference calls with experts and interested parties. The calls helped identify and resolve outstanding issues about particular areas covered by STARS.

AASHE spent several months processing all of the feedback to develop phase one of the STARS pilot project, which was released in early February 2008. Throughout 2008, over 90 colleges and universities are pilot testing STARS. This document, STARS 0.5, includes the same version of the Operations and Administration and Finance credits that were included in Phase One of the Pilot Project. In addition, STARS 0.5 includes the Education and Research category and the other half of the Administration and Finance category.

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

This version of STARS is still a work in progress. Feedback received about this document will shape future versions of STARS significantly. AASHE will conduct focused outreach to solicit feedback about STARS 0.5, and will compile feedback received. Feedback from all campus sustainability stakeholders is welcome, and should be sent to stars@ashe.org.

AASHE plans to launch STARS 1.0 in 2009. It will be the first version to allow campuses to achieve a sustainability rating.

How Credits Were Selected

STARS is comprised of two main types of credits: performance and strategy. Performance credits are based on quantitative measurements of sustainability performance, such as the percentage of new buildings that are built to LEED standards. Strategy credits focus on approaches or processes that can help improve an institution's performance, such as adopting a green building policy.

While both types of credits provide useful information, STARS strives to prioritize performance credits over strategy credits when possible. The primary goal of the system is to catalyze tangible improvements in sustainability achievement, not simply to encourage adoption of more strategies. In addition, there are often different strategies or approaches an institution can take to achieve the same outcome.

In many instances, however, AASHE has been unable to identify measurable, meaningful, and fairly comparable performance indicators. Likewise, strategy indicators sometimes tell a richer story about an institution's sustainability initiatives and provide valuable information worth collecting and sharing. Therefore, both strategy and performance credits have a place in the system, but AASHE welcomes feedback on how to further prioritize performance credits.

In general, credits were selected and informed by reviewing campus sustainability assessments, sustainability reports from businesses, and other sustainability rating and ranking systems. As mentioned previously, credits were revised, eliminated, or added based on feedback from the campus sustainability community. AASHE will continue to make changes in response to further feedback.

STARS Ratings, Logistics, and Participation Guidelines

STARS Credits

STARS is comprised of two types of credits.

- **Tier One** credits are worth one or more points and, where possible, are based on sustainability outcomes.
- **Tier Two** credits are worth less than one point and, in general, recognize strategies institutions can adopt to move toward sustainability.

STARS also includes **prerequisites**, which establish a minimum baseline for using the program. Prerequisites are intended to represent the minimum requirements for demonstrating institutional commitment to sustainability. Prerequisite status is reserved for practices and/or policies that are believed to be so fundamental to campus sustainability that it would be inappropriate to recognize an institution under STARS that had not implemented those practices.

The credits and prerequisites are arranged into three categories: 1) Education and Research, 2) Operations, and 3) Administration and Finance. These categories were selected to align with the three main sectors or organizational groups at higher education institutions.

AASHE is committed to ensuring that STARS encourages and recognizes innovation in sustainability. Towards this end, STARS 1.0 will include a process for rewarding innovative sustainability practices not covered by existing credits. The exact form or point value of **innovation credits** has not been determined yet.

Eligibility

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

Verification and Certification

STARS users may choose to seek third party certification or verification, but it is not required. Institutions that choose to pursue certification may be rewarded with additional points or other special recognition under STARS.

STARS incorporates several strategies to ensure that the information institutions submit is accurate in absence of third-party certification. The required documentation for each credit includes a statement from a responsible party indicating that the information submitted is accurate to the best of his or her knowledge. Similarly, a letter from the institution's president or chancellor stating that all of the information submitted through STARS is true to the best of his or her knowledge must accompany each submission. Additionally, most information that institutions submit in order to achieve a rating will be made publicly available through the AASHE website.

If there is sufficient interest, AASHE may create system for peer review of STARS submissions.

Applicability and Ratings

Some credits do not apply to all institutions. For example, the Dining Services credits do not apply to institutions that do not have in-house or contracted catering services or residential dining halls. Institutions will earn a score based on the percentage of *applicable* points they earn. In other words, credits that do not apply to an institution will not be counted against that institution's overall score.

Only positive ratings will be available through STARS. Participating in STARS, which includes gathering extensive data and sharing it publicly, represents a significant commitment to sustainability and will be applauded.

AASHE has not determined the number of points required to earn different rating levels or what the different ratings will be called. Since earning any rating under STARS is a positive achievement that should be celebrated, AASHE does not plan to use different numbers of stars to signify different rating levels. AASHE welcomes suggestions on how to signify different levels of achievement.

It is possible that the thresholds required to earn certain ratings will be different for different types of institutions. Feedback and information gathered during the pilot period will inform this decision.

Timeframe for Ratings

AASHE envisions that a STARS rating will be good for three years. Institutions will be able to update information in their profile and submit additional information as often as they wish, and they will be able to apply for a new rating once per year.

Once an institution has earned a credit, it must make a good faith effort to maintain the status that made them eligible for the credit for the duration of the STARS rating. While year-to-year fluctuations in some credits are to be expected, an institution would not qualify for a credit if it dissolved the practice or policy upon earning the credit and then resumed the practice or policy when it was time to re-submit information. For example, if an institution offered incentives for faculty to integrate sustainability into their courses to achieve *ER Credit 17: Incentives for Developing Sustainability Courses*, dissolved the incentives upon earning the credit, and then re-created them when it was time to re-submit data, the institution would not earn the credit when data was re-submitted. The institution would become eligible for earning that credit again for its next submission.

Participation Fee

AASHE expects that institutions will be required to pay a fee in order to submit data to earn a STARS rating. The fee will help support the online reporting tool, STARS program staff, promotional collateral, and the general maintenance and further development of STARS. The exact cost has not been determined, but AASHE is committed to keeping the cost as low as possible in order to make participation accessible to all institutions.

STARS Reporting Guidelines

Letter from Leadership

Each time an institution submits its rating materials, the president or chancellor will submit a letter that establishes the credibility of the report and demonstrates institutional commitment. The letter must state that the information included in the submission is accurate to the best of the president or chancellor's knowledge. The letter may include a description of the institution's commitment to sustainability goals and how these goals relate to the institution's mission, as well as the targets for future STARS performance.

Institutional Boundaries

When gathering data, each institution is expected to include its entire main campus. Institutions may choose to include any other land holdings, facilities, and satellite campuses, as long as the selected boundary is the same for each credit. All institutions will specify the boundary for included data in the introductory institutional information section.

If an institution finds it necessary to exclude a particular unit from its submittal, the reason for excluding it must be provided in the report accompanying the submitted data.

How STARS Calculates 'Per Capita'

Several STARS credits are based on a per capita figure. STARS determines campus population according to the following formula:

$$\text{Campus Population} = 1 \times \text{Number of On-campus Residents} + 0.75 \times \text{Number of Full-time Students, Faculty, and Staff Members} + 0.5 \times \text{Number of Part-time Students, Faculty, and Staff Members} + 0.2 \times \text{Number of Non-credit Students}$$

STARS takes this approach in order to avoid unfairly penalizing institutions with a large percentage of students who live on campus. The adjustment accounts for the fact that on-campus residents use more of the institution's water and energy and will generate more waste, for example, than students who live off campus. Likewise, part-time students and employees will likely have a smaller impact than their full-time counterparts.

How STARS Calculates Trends

Some STARS credits are based on three-year trends, with points awarded for trends in the direction of sustainability. For purposes of STARS, a downward trend occurs when the least-squares regression line has a negative slope and an upward trend occurs when the least-squares regression line has a positive slope. Least-squares regression can be calculated using Microsoft Excel and many other statistics software programs.

For trend credits, institutions will submit values for each of the previous three years. The online submittal form will then calculate whether or not the data constitutes a desirable trend.

Timeframe for Reporting

Some STARS credits can be earned immediately upon taking an action. For example, as soon as an institution hires a sustainability officer, it is eligible for *AF Credit 10: Sustainability Officer*.

Other STARS credits use data from the past year or a baseline year to determine if an institution earns a credit. For example, *OP Credit 11: Greenhouse Gas Emissions Reduction* is based on reducing greenhouse gas emissions by a certain percentage from a baseline year. For credits that use data from the previous year, institutions should use the most recent 12-month consecutive period for which data are readily available. This flexibility is in recognition of the fact that some data used for STARS will be organized by fiscal year and other data will be organized by academic year.

Introductory Institutional Information

Introductory institutional information will be included in the STARS submission. This background information can help foster collaboration and enable benchmarking with similar institutions. In addition, the information provided in this section will help AASHE and campus sustainability practitioners better understand how certain institutional characteristics, such as age of campus buildings and sustainability budget, influence sustainability performance.

Furthermore, some of the background data supplied in this section will be used in the calculations for certain credits. For example, the student population figures provided in this section will be applied to *AF Credit 15: Student Hours Contributed in Community Service*, which is based on a calculation of total student community service hours divided by student population.

Basic Information

	Response
Institution Name	
Address	
Carnegie Classification	
Control (<i>public, private not-for-profit, or private for-profit</i>)	
Community Type (<i>urban, suburban, or rural</i>)	
Athletic Conference, if applicable	
Other Affiliations	
Sustainability Website	
Contact Information for the Primary Contact Person	
Description of property boundaries covered by the STARS submission. If any institution-owned, leased, or operated buildings are omitted, briefly explain why.	

Common Timeframes for Reported Data

	Start Date	End Date
12-month Academic Year		
12-month Fiscal Year		

Population Information

Institution Population	This Reporting Period	One Year Prior	Two Years Prior
Total Enrollment			
Residential Students			
Full-time Non-resident Students			
Part-time Non-resident Students			
Non-credit Students			
Full-time Faculty			
Part-time Faculty			
Full-time Staff			
Part-time Staff			

Facilities Infrastructure

	Response
Year Institution was Founded	
Percentage of Buildings that Have Received Historical Designation	
Percentage of Buildings Constructed before 1900	
Percentage of Buildings Constructed between 1901 and 1950	
Percentage of Buildings Constructed between 1951 and 2000	
Percentage of Buildings Constructed after 2000	
Please describe any circumstances related to the age of campus buildings that may influence STARS performance, if applicable.	

Campus Space

	This Reporting Period	One Year Prior	Two Years Prior
Total Area Included in STARS Boundary (<i>acres</i>)			
Area of Campus Lawns, Outdoor Athletic Fields, and Gardens (<i>acres</i>)			
Area of Undeveloped Land and/or Natural Areas (<i>acres</i>)			
Area of Campus that is Paved or Built (<i>acres</i>)			
Total Campus Conditioned Building Area (<i>gross square feet</i>)			
Teaching and Research Lab Space (<i>gross square feet</i>)			
Medical/Clinical Space (<i>gross square feet</i>)			

Financial Information

US Dollars	
Operating Budget	
Endowment	
Total Research Expenditures	
Administration-allocated Funding for Sustainability Officer, Office, or Committee, if applicable	
Discretionary Funding for Sustainability Officer, Office, or Committee, if applicable	
Student Fees Allocated to Sustainability Officer, Office, or Committee, if applicable	
Sustainability Revolving Loan Fund Value, if applicable	

STARS Summary Scorecard

Category 1: Education and Research (ER)						
Credit Number	Credit Title	Possible Points	Y	?	N	
Co-Curricular Education						
<i>ER Credit 1</i>	Student Sustainability Outreach Program	1				
<i>ER Credit 2</i>	Sustainability-Related Competition	1				
<i>ER Credit 3</i>	Sustainability in New Student Orientation	1				
Curriculum						
<i>ER Credit 4</i>	Sustainability Course Identification	1				
<i>ER Credit 5</i>	Sustainability-Focused Academic Courses	6				
<i>ER Credit 6</i>	Sustainability-Related Academic Courses	6				
<i>ER Credit 7</i>	Sustainability Courses by Academic Department	3				
<i>ER Credit 8</i>	Academic Sustainability Courses by Student Credit Hours	6				
<i>ER Credit 9</i>	Sustainability-Focused Undergraduate Academic Program	2				
<i>ER Credit 10</i>	Sustainability Graduation Requirement	5				
<i>ER Credit 11</i>	Sustainability-Focused Graduate Academic Program*	2				
<i>ER Credit 12</i>	Sustainability Study Abroad Program*	1				
<i>ER Credit 13</i>	Non-Credit Sustainability Courses*	3				
<i>ER Credit 14</i>	Sustainability-Focused Non-Academic Certificate Program*	2				
<i>ER Credit 15</i>	Curricular Engagement	1				
<i>ER Credit 16</i>	Sustainability Literacy Assessment	2				
Faculty and Staff Development and Training						
<i>ER Credit 17</i>	Incentives for Developing Sustainability Courses	1				
<i>ER Credit 18</i>	Sustainability in New Employee Orientation	1				
<i>ER Credit 19</i>	Employee Sustainability Outreach Program	1				
Research						
<i>ER Credit 20</i>	Research Inventory*	1				
<i>ER Credit 21</i>	Research Incentives*	1				
<i>ER Credit 22</i>	Faculty Involved in Sustainability Research*	3				
<i>ER Credit 23</i>	Departments Involved in Sustainability Research*	5				
<i>ER Credit 24</i>	Internal Research Expenditures*	5				
<i>ER Credit 25</i>	External Research Expenditures*	4				
<i>ER Credit 26</i>	Interdisciplinary Research*	1				
Total Possible		66				

* Credit includes an applicability standard

Category 2: Operations (OP)

Credit Number	Credit Title	Possible Points	Y	?	N
<i>Prerequisite 1</i>	Recycling Program	0			
Buildings					
<i>OP Credit 1</i>	New Construction, Renovations, and Commercial Interiors*	4			
<i>OP Credit 2</i>	Building Operations and Maintenance	5			
<i>OP Credit 3</i>	Potable Non-Irrigation Water Consumption Reduction	3			
<i>OP Credit 4</i>	Green Cleaning Service	1			
Dining Services					
<i>OP Credit 5</i>	Local Food*	3			
<i>OP Credit 6</i>	Food Alliance and Organic Certified Food*	3			
<i>OP Credit 7</i>	Fair Trade Coffee*	1			
Energy and Climate					
<i>OP Credit 8</i>	Energy Intensity Trend	3			
<i>OP Credit 9</i>	Renewable Electricity	5			
<i>OP Credit 10</i>	On-Site Combustion with Renewable Fuel	3			
<i>OP Credit 11</i>	Greenhouse Gas Emissions Reductions	5			
Grounds					
<i>OP Credit 12</i>	Organic Campus*	1			
<i>OP Credit 13</i>	Irrigation Water Consumption*	2			
Materials, Recycling, and Waste Minimization					
<i>OP Credit 14</i>	Waste Minimization	1			
<i>OP Credit 15</i>	Waste Diversion	3			
<i>OP Credit 16</i>	Construction and Demolition Waste Diversion	1			
<i>OP Credit 17</i>	Electronic Waste Recycling Program	1			
<i>OP Credit 18</i>	Hazardous Waste Minimization	1			
Purchasing					
<i>OP Credit 19</i>	ENERGY STAR Purchasing	1			
<i>OP Credit 20</i>	EPEAT Purchasing	1			
<i>OP Credit 21</i>	Purchasing Green Cleaning Products	1			
<i>OP Credit 22</i>	Environmentally Preferable Paper Purchasing	1			
<i>OP Credit 23</i>	Environmentally Preferable Furniture Purchasing	1			
<i>OP Credit 24</i>	Vendor Code of Conduct	1			
Transportation					
<i>OP Credit 25</i>	Fleet Greenhouse Gas Emissions	2			
<i>OP Credit 26</i>	Commute Modal Split	3			
<i>OP Credit 27</i>	Commuter Options	1			
<i>OP Credit 28</i>	Air Travel	1			
Total Possible		61			

*Credit includes an applicability standard

Category 3: Administration and Finance (AF)

Credit Number	Credit	Possible Points	Y	?	N
<i>Prerequisite 1</i>	Sustainability Committee	0			
Investment					
<i>AF Credit 1</i>	Investment Transparency*	1			
<i>AF Credit 2</i>	Committee on Investor Responsibility*	1			
<i>AF Credit 3</i>	Screening for Negative Investments*	1			
<i>AF Credit 4</i>	Positive Sustainability Investments*	4			
<i>AF Credit 5</i>	Shareholder Engagement*	1			
Planning					
<i>AF Credit 6</i>	Strategic Plan	1			
<i>AF Credit 7</i>	Master Plan	1			
<i>AF Credit 8</i>	Sustainability Plan	1			
<i>AF Credit 9</i>	Climate Plan	1			
Sustainability Infrastructure					
<i>AF Credit 10</i>	Sustainability Officer	3			
<i>AF Credit 11</i>	Sustainability Recognition Program	1			
<i>AF Credit 12</i>	Inter-Campus Collaboration on Sustainability	1			
Community Relations and Partnerships					
<i>AF Credit 13</i>	Community Service Infrastructure	1			
<i>AF Credit 14</i>	Student Participation in Community Service	3			
<i>AF Credit 15</i>	Student Hours Contributed in Community Service	3			
<i>AF Credit 16</i>	Financial Incentives for Public Service Careers*	3			
<i>AF Credit 17</i>	Outreach & Partnerships Carnegie Designation	1			
<i>AF Credit 18</i>	Public Policy Engagement	1			
Diversity, Access, and Affordability					
<i>AF Credit 19</i>	Diversity Committee	1			
<i>AF Credit 20</i>	Diversity Officer	1			
<i>AF Credit 21</i>	Non-Discrimination Policy	1			
<i>AF Credit 22</i>	Diversity Plan	1			
<i>AF Credit 23</i>	Recruiting for Student Diversity	1			
<i>AF Credit 24</i>	Support Programs for Under-represented Groups	1			
<i>AF Credit 25</i>	Support Programs for Under-represented Ph.D. Candidates	1			
<i>AF Credit 26</i>	Affordability and Access Programs	1			

Human Resources				
<i>AF Credit 27</i>	Sustainable Compensation for Faculty and Staff	1		
<i>AF Credit 28</i>	Faculty and Staff Benefits*	3		
<i>AF Credit 29</i>	Graduate Student Employee Benefits*	2		
<i>AF Credit 30</i>	Parental Leave*	1		
<i>AF Credit 31</i>	Domestic Partner Benefits*	1		
<i>AF Credit 32</i>	Employee Satisfaction Survey	1		
Trademark Licensing				
<i>AF Credit 33</i>	Independent Monitoring of Logo Apparel*	3		
<i>AF Credit 34</i>	Designated Suppliers Program*	1		
Total Possible		50		

**Credit includes an applicability standard*

Summary Table

Category	Possible Points
Education and Research	66
Operations	61
Administration and Finance	50
Total Possible	177

Education and Research Credits

Discussion

The Education and Research category has changed significantly since STARS 0.4. In the previous draft, this category was worth significantly fewer points than the other categories. Several reviewers said that educating students and conducting research are the primary functions of higher education and that schools can make the largest contributions to sustainability through these activities. These reviewers suggested that the Education and Research category should be worth as many, if not more, points than the other categories. To address this issue, AASHE added several new credits and points to this category. While the point distribution is not final, AASHE expects to maintain a roughly equal balance of points between the three major categories (Education and Research, Operations, and Administration and Finance) included in STARS.

For many STARS credits, institutions can earn multiple points. In general, institutions are recognized with higher levels of points for achieving progressively higher thresholds. The highest point level is intended to recognize a truly sustainable institution's performance on that indicator. For some of the credits in the Curriculum and Research sections, however, the achievement thresholds were selected somewhat arbitrarily since it is not clear what level of performance would be necessary to be considered truly sustainable. For instance, it's unclear what percentage of courses would be sustainability-focused at a truly sustainable institution. AASHE expects that data gathered during the pilot period will help inform these issues and welcomes additional feedback and guidance on establishing thresholds.

Co-Curricular Education

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

Discussion

In the previous version of STARS, several of the credits in this section were part of a section called 'Informal Education,' which reviewers suggested renaming Co-Curricular Education.

The Informal Education section in STARS 0.4 included a credit for having a sustainability-focused student group. In general, reviewers felt that the presence of a student group is not necessarily indicative of significant student engagement in sustainability issues, so it is now a Tier Two credit.

ER Credit 1: Student Sustainability Outreach Program

Criteria

Institution coordinates or oversees a peer-to-peer sustainability outreach and education program for students. The program conducts at least one event per semester or term.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Program name
- Date program started
- A brief description of the program
- The name, title, and department of the staff member who supervises the program
- A copy of outreach materials the program produces
- A copy of an application form, training manual, and other materials used to select and train students conducting the outreach program
- The URL for the peer-to-peer outreach program's website
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have programs that engage students to serve as educators in peer-to-peer sustainability outreach programs. Serving as an educator provides a valuable learning experience for students and can help deepen their understanding of sustainability. Likewise, having students serve as teachers helps disseminate sustainability concepts and a sustainability ethic throughout the campus community.

Discussion

STARS 0.4 included a similar credit that recognized schools with Eco-Reps or similar programs, which focus on residence halls. Some reviewers said the credit was too prescriptive. This version allows for broader programs to count, but stipulates that the institution must be contributing formally to the program.

ER Credit 2: Sustainability-Related Competition

Criteria

Institution coordinates or oversees a sustainability-related competition at least annually. The competition may take place among the entire institution, between different residence halls, academic departments, classes, or other divisions appropriate to the institution.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Name of the competition
- Year competition started
- A brief description of the competition's history or appropriate URL
- A brief description of the competition's rules or appropriate URL
- A brief description of how the competition has advanced sustainability and results from the competition
- URL for the competition's website
- Copies of outreach materials related to the competition
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that sponsor or coordinate sustainability competitions. Competitions can be important tools in engaging the student body in sustainability issues and can help raise student awareness about sustainability. In addition, competitions encourage students to adopt sustainable practices or try environmentally and socially preferable lifestyle choices.

Discussion

This credit was added to STARS 0.5 based on feedback suggesting that competitions provide valuable ways to engage students in sustainability learning and activities.

ER Credit 3: Sustainability in New Student Orientation

Criteria

Institution includes sustainability prominently in new student orientation activities and/or materials distributed to new students.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how sustainability is incorporated into new student orientation
- A copy of sustainability-related outreach materials distributed to new students
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was previously a Tier Two credit. It was changed to Tier One based on suggestions that orientation is a particularly beneficial time to expose students to sustainability concepts.

Co-Curricular Education: Tier Two Credits

1. Institution has an outdoor program that follows Leave No Trace principles.
2. Institution has student groups focused on or dedicated to sustainability.
3. Institution has sustainability-themed housing (residential hall, floor, or theme house).
4. Institution has an on-campus, organic garden for students.
5. Institution has a model dorm room that demonstrates sustainable living principles.
6. Institution produces outreach materials about on-campus sustainability efforts, such as information kiosks and sustainability maps.
7. Institution has a student-run café that serves environmentally or socially preferable foods.
8. Institution has a student publication focused on sustainability.
9. Institution has space dedicated to sustainability in a student newspaper.
10. Institution holds major events related to sustainability, such as conferences or symposia.

Curriculum

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

Discussion

This section has changed significantly since STAR 0.4. Several new credits have been added to this section and many preexisting credits have changed form or scope since the previous draft.

STARS 0.4 contained a prerequisite for formally adopting a definition of sustainability. Many reviewers felt that getting an institution to develop and formally adopt a definition of sustainability would be challenging and time-consuming. In addition, several comments suggested that AASHE should provide the definition in order to ensure that the data gathered using that definition would be comparable between institutions. Rough definitions for sustainability-related and focused courses are included in the credits below. AASHE understands that classifying courses according to these standards may be a challenging process and welcomes suggestions on how to strengthen the definitions.

The previous draft version of STARS only included credits based on sustainability-focused courses. Several reviewers felt that STARS should distinguish between courses that focus on sustainability and those that include sustainability but not as a core focus, and that the system should recognize both. Under this classification system, a sustainable agriculture course that addresses the economic, social, and environmental dimensions of food production using sustainability as a lens would be recognized as a sustainability-focused course. Sustainability-related courses would include a creative writing course that includes sustainability as a module, an engineering course that focuses on renewable energy, and a sociology course that concentrates on the sustainability principle of intergenerational equity.

STARS 0.4 included a credit for a three-year upward trend in student exposure to sustainability. AASHE received feedback suggesting that such trends would be difficult to measure and that using a trend unfairly disadvantages schools that have already achieved significant levels of student exposure to sustainability. Several new credits are included in this document that address student exposure to sustainability, including credits on student enrollment in sustainability-related and focused courses, as well as credits in the Co-Curricular Education section.

ER Credit 4: Sustainability Course Identification

Criteria

Institution has identified all of its sustainability-**focused** and sustainability-**related** courses. The identification system can take any form, including official recognition in the course catalog or a list compiled and published by the sustainability committee or officer, as long as the information is publicly available to the campus community.

For this credit, sustainability-**focused** courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-**related** courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of a document and/or the URL where sustainability courses are listed
- A brief description of how the list of sustainability courses is shared with the campus community
- A brief description of the methodology used to identify sustainability courses
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

STARS 0.4 included a similar credit, but the previous version only recognized institutions that labeled sustainability courses in the course catalog. Some reviewers suggested making the credit more flexible to recognize schools that have created independent lists of sustainability courses; this version of the credit incorporates that flexibility.

Some feedback that AASHE received suggested that course identification was not impressive or meaningful enough to constitute a credit. Other reviewers, in contrast, felt that identifying courses is a significant undertaking for many schools and is necessary to measure performance for several of the other credits in this section. Since STARS strives to include points that recognize first steps toward sustainability and conducting an inventory of sustainability course offerings is an important first step in strengthening sustainability in the curriculum, the credit is still included in this version of STARS. AASHE welcomes suggestions on how to strengthen the credit for future versions.

ER Credit 5: Sustainability-Focused Academic Courses

Criteria

Institution conducts a specified percentage of sustainability-**focused** academic courses, as measured by courses held during the past academic year.

- 1 pt: Between 0 and 0.1 percent of the institution's courses are sustainability-**focused**.
- 2 pts: 0.1 to one percent of the institution's courses are sustainability-**focused**.
- 3 pts: Between 1 and 2 percent of the institution's courses are sustainability-**focused**.
- 4 pts: 2 to 3 percent of the institution's courses are sustainability-**focused**.
- 5 pts: Between 3 and 4 percent of the institution's courses are sustainability-**focused**.
- 6 pts: 4 percent or more of the institution's courses are sustainability-**focused**.

For this credit, sustainability-**focused** courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Courses that are cross-listed in multiple departments do not count as separate courses. In determining percentages, institutions should count each time a course was held. For example, a course that is held twice (including two sections) in the fall term and once in the spring term shall be counted as three courses.

This credit does not include continuing education and non-credit courses, which are covered by *ER Credit 13: Non-Credit Sustainability Courses*.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all sustainability-**focused**, for-credit academic courses and the number of times each course was held during the previous academic year
- Total number of sustainability-**focused** courses and total number of for-credit academic courses held during the previous academic year
- URL where course descriptions and/or catalog are posted
- Course syllabi (optional)
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

The previous version of STARS included a credit that was based on a three-year upward trend in sustainability-focused course offerings. Since trend-based credits can disadvantage schools that have already integrated sustainability into their curricula, the credit was changed to be based on having a specified percentage of total courses be sustainability-focused.

There has been some discussion about how to count courses for this credit and for *ER Credit 6: Sustainability-Related Academic Courses*. Some reviewers felt it would be unduly burdensome to gather data on how many times a course was conducted; the institution would have to exclude courses that were canceled and determine how many sections were held for each course. Other reviewers felt that

counting the number of times courses were held, and not just listed in the course catalog, provides a more accurate picture of the level of sustainability courses an institution makes available to students.

Likewise, since some courses are not held every year, there has been discussion about whether to include courses from the previous academic year or the previous two or three academic years. While using a longer time frame would provide a more accurate picture of course offerings, it could pose an unreasonable data collection challenge.

The current version of this credit and ER Credit 6 are based on the number of times the course was held during the previous year. AASHE welcomes feedback on whether and how this should be changed.

ER Credit 6: Sustainability-Related Academic Courses

Criteria

Institution conducts a specified percentage of sustainability-**related** academic courses, as measured by courses held during the previous academic year.

- 1 pts: Between 1 and 5 percent of the institution's courses are sustainability-**related**.
- 2 pts: 5 to 10 percent of the institution's courses are sustainability-**related**.
- 3 pts: Between 10 and 15 percent of the institution's courses are sustainability-**related**.
- 4 pts: 15 to 20 percent of the institution's courses are sustainability-**related**.
- 5 pts: Between 20 and 25 percent of the institution's courses are sustainability-**related**.
- 6 pts: 25 percent or more of the institution's courses are sustainability-**related**.

For this credit, sustainability-**related** courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Courses that are cross-listed in multiple departments do not count as separate courses. In determining percentages, institutions shall count each time a course is offered. For example, a course that is offered twice (including two sections) in the fall term and once in the spring term shall be counted as three courses.

This credit does not include continuing education and non-credit courses, which are covered by *ER Credit 13: Non-Credit Sustainability Courses*.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all sustainability-related, for-credit academic courses and the number of times each course was held during the previous academic year
- The total number of sustainability-related, for-credit academic courses, and the total number of for-credit academic courses held during the previous academic year
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer courses related to sustainability. Sustainability-related courses help build knowledge about a component of sustainability or briefly introduce students to sustainability concepts. They may complement sustainability-focused courses by producing graduates with in-depth knowledge of an aspect of sustainability and helping provide focus to students' sustainability studies, or they may broaden understanding of sustainability from within different disciplines.

Discussion

This credit was added to STARS since the previous version. Please see the discussion under the Curriculum section and ER Credit 5 for more information about data collection questions for this credit.

ER Credit 7: Sustainability Courses by Academic Department

Criteria

A specified percentage of the academic departments or programs that offer courses within an institution offer at least one course **related** to or **focused** on sustainability.

- 1 pt: More than 5 and up to 10 percent of the institution's academic departments offer a sustainability-**related** or **focused** course.
- 2 pts: 10 to 30 percent of the institution's academic departments offer a sustainability-**related** or **focused** course.
- 3 pts: More than 30 percent of the institution's academic departments offer a sustainability-**related** or **focused** course.

For this credit, sustainability-**focused** courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-**related** courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Sustainability-related or focused courses that are cross-listed in multiple departments count for each department through which the course is listed. Courses that are held at least once every three years are sufficient for this credit.

This credit does not include continuing education and non-credit courses, which are covered by *ER Credit 13: Non-Credit Sustainability Courses*.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments that offer at least one course related to or focused on sustainability
- A list of sustainability course offerings by department
- The total number of academic departments that offer courses and the number of departments that offer a sustainability-related or focused course
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was added to STARS as a way to gauge how broadly sustainability is included in the institution's curriculum.

ER Credit 8: Academic Sustainability Courses by Student Credit Hours

Criteria

A specified percentage of student credit hours is earned through sustainability-**related** or **focused** courses.

- 1 pt: More than 0.1 and up to 1 percent of student credit hours are earned in sustainability-**related** or **focused** courses.
- 2 pts: 1 to 2 percent of student credit hours are earned in sustainability-**related** or **focused** courses.
- 3 pts: Between 2 and 3 percent of student credit hours are earned in sustainability-**related** or **focused** courses.
- 4 pts: 3 to 4 percent of student credit hours are earned in sustainability-**related** or **focused** courses.
- 5 pts: Between 4 and 5 percent of student credit hours are earned in sustainability-**related** or **focused** courses.
- 6 pts: 5 or more percent of student credit hours are earned in sustainability-**related** or **focused** courses.

For this credit, sustainability-**focused** courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-**related** courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Student credit hours are calculated by multiplying the number of students that complete each course in each class by the number of credit hours the course is worth.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of student credit hours during the previous academic year
- The total number of student credit hours earned in sustainability related and focused courses during the previous academic year
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions where students are engaged in sustainability coursework. Looking at sustainability courses based on the number of students taking such courses measures student exposure to sustainability. By providing more sustainability education, institutions are preparing their students to lead the transition to a sustainable future.

Discussion

The previous version of STARS included a credit that was based on a three-year upward trend in the percentage of students enrolled in one or more sustainability-focused course. In addition to the concerns associated with trend-based indicators, AASHE received feedback that determining which students are enrolled in sustainability courses would be burdensome or, in some cases, impossible. At the same time, several reviewers felt that it is important to recognize schools where students are taking sustainability courses. This credit strives to measure student exposure to sustainability through academic courses.

ER Credit 9: Sustainability-Focused Undergraduate Academic Program

Criteria

Institution offers a sustainability-focused undergraduate academic program.

- 1 pt: Institution offers a sustainability-focused major, academic concentration, academic certificate, or minor program for its undergraduate students.
- 2 pts: At least one percent of undergraduate students graduate with a sustainability-focused major, academic concentration, academic certificate, or minor.

For this credit, sustainability-focused academic programs concentrate on sustainability, including its social, economic, and environmental dimensions.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each sustainability-focused academic program for undergraduate students, including the program's name, degree or accreditation awarded, and the URL for the program's website
- The number of graduates from each sustainability-focused academic program from the previous academic year
- The total number of graduates from the previous academic year.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have formal academic 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.

Discussion

The previous version of this credit was based on having "sustainable" or "sustainability" in the program name. Several reviewers suggested that the name is not as important as the program's content. The revised credit reflects that feedback. In addition, the previous version of this credit didn't distinguish between graduate and undergraduate programs, which are included as separated credits in this document.

ER Credit 10: Sustainability Graduation Requirement

Criteria

A specified percentage of the institution's departments require undergraduate students to take a sustainability-**focused** or sustainability-**related** course as a graduation prerequisite.

- 1 pt: More than 0 and less than 25 percent of the institution's departments have a sustainability graduation requirement.
- 2 pts: 25 to 50 percent of the institution's departments have a sustainability graduation requirement.
- 3 pts: Between 50 and 75 percent of the institution's departments have a sustainability graduation requirement.
- 4 pts: 75 to less than 100 percent of the institution's departments have a sustainability graduation requirement.
- 5 pts: 100 percent of the institution's departments have a sustainability graduation requirement, or there is an institution-wide sustainability graduation requirement that applies to all undergraduate students. The institution-wide requirement may take the form of the institution requiring students to take a common sustainability-**related** or **focused** course or allowing students to select from a menu of sustainability-**related** or **focused** courses.

For this credit, sustainability-**focused** courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-**related** courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments and departments that have a sustainability graduation requirement
- A brief description of the sustainability graduation requirements for each department above, including a list of courses that fulfill the requirement
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have adopted a sustainability graduation requirement. Adopting a graduation requirement ensures that students are exposed to formal sustainability training and that they will graduate with a basic knowledge about sustainability.

Discussion

STARS 0.4 included a one-point credit for having a sustainability graduation requirement. Several reviewers suggested making the credit worth more than one point. Having the credit based on the percentage of departments that have a sustainability graduation requirement allows for additional levels of recognition for schools with graduation requirements that only apply to certain schools, majors, or programs.

There were differences of opinion about recognizing sustainability graduation requirements. While some reviewers supported the idea as the best way to guarantee student exposure to sustainability, others raised concerns that graduation requirements are often unpopular among students and can arouse backlash and negative associations for sustainability courses. AASHE is interested in continuing this conversation and welcomes suggestions on how to best address this issue.

ER Credit 11: Sustainability-Focused Graduate Academic Program

Criteria

Institution offers a sustainability-focused academic program for graduate students.

- 1 pt: Institution offers a sustainability-focused major, academic concentration, academic certificate, or minor program for graduate students.
- 2 pts: At least one percent of graduate students graduate with a sustainability-focused major, academic concentration, academic certificate, or minor.

For this credit, sustainability-focused academic programs concentrate on sustainability, including its social, economic, and environmental dimensions.

This credit does not apply to institutions that offer fewer than 25 different master's degrees.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each sustainability-focused academic program for graduate students, including the program's name, degree or accreditation awarded, and the URL for the program's website
- The number of graduates from each sustainability-focused graduate-level academic program from the previous academic year
- The total number of graduate-level graduates from the previous academic year.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

STARS 0.4 included a credit for having a sustainability academic program or department that did not distinguish between graduate and undergraduate programs. Some reviewers suggested they be treated separately and so this version of STARS includes two separate credits that recognize undergraduate and graduate programs separately.

ER Credit 12: Sustainability Study Abroad Program

Criteria

Institution offers a sustainability-related or focused study abroad program. In other words, the study abroad program meets one or more of the following criteria: it concentrates on sustainability, including its social, economic, and environmental dimensions; it examines an issue or topic using sustainability as a lens; it includes sustainability as a component or module; it concentrates on a key sustainability principle; or, it focuses on addressing a sustainability challenge.

Study abroad programs offered by outside entities do not count for this credit.

This credit does not apply to institutions that do not offer study abroad programs.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the study abroad program, including destination or location, dates of the most recent time the program was held, and the number of students participating in the program
- A brief description of how the study abroad program content addresses sustainability
- A brief description of the policies, programs, and other practices in place to mitigate the negative social and environmental impacts of study abroad programs, including air travel
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer sustainability-related or focused study abroad programs. Study abroad programs give students the opportunity to witness and learn about the sustainability challenges and solutions occurring elsewhere. Study abroad programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

Discussion

This credit was added to STARS based on a suggestion from a reviewer.

ER Credit 13: Non-Credit Sustainability Courses

Criteria

Institution conducts a specified percentage of non-credit courses that are sustainability-**related** or **focused**.

- 1 pt: Any portion of the institution's non-credit courses are sustainability-**related** or **focused**.
- 2 pts: 1 to 5 percent of the institution's non-credit courses are sustainability-**related** or **focused**.
- 3 pts: More than 5 percent of the institution's non-credit courses are sustainability-**related** or **focused**.

For this credit, sustainability-**focused** courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-**related** courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Courses that are cross-listed in multiple departments do not count as separate courses. Non-credit courses refer to courses that cannot be taken for academic credit. It may include courses for which continuing education units are awarded, as long as academic credit cannot be earned.

This credit does not apply to institutions that don't offer courses for which academic credit cannot be earned.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of non-credit courses the institution held during the previous academic year
- The number of non-credit sustainability-related or focused courses held during the previous academic year, and the title and catalogue description of each
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer non-credit courses related to or focused on sustainability. Such courses train community members and many students in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs.

Discussion

This credit was added to STARS based on a suggestion from a reviewer.

ER Credit 14: Sustainability-Focused, Non-Academic Certificate Program

Criteria

Institution offers a non-academic, sustainability-**focused** certificate or training program.

- 1 pt: Institution offers a non-academic sustainability-**focused** certificate or training program.
- 2 pts: At least 1 percent of students participating in institution's non-academic certificate or training programs participate in those that are sustainability-**focused**.

For this credit, sustainability-**focused** programs are programs that concentrate on sustainability, including its social, economic, and environmental dimensions.

This credit does not apply to institutions that do not offer non-academic certificate or training programs.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of all non-academic, sustainability-focused certificate or training programs
- The number of students participating in such programs
- The total number of students participating in non-academic certificate or training programs
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have non-academic training or certificate programs focused on sustainability. Certificate programs offer professional recognition for sustainability training, and are important tools in helping students obtain, perform, and advance their position in green jobs.

Discussion

This credit was added to STARS based on a suggestion from a reviewer.

ER Credit 15: Curricular Engagement

Criteria

Institution meets the criteria of the Carnegie Foundation for the Advancement of Teaching's "Curricular Engagement" Elective Classification.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution meets the criteria for the Curricular Engagement designation
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that meet the criteria for earning the Curricular Engagement Designation from the Carnegie Foundation for the Advancement of Teaching.

The Carnegie Foundation was chartered by an act of the United States Congress in 1906. Its charge is "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education."

In contrast to some of the designations the Carnegie Foundation assigns to schools based on their enrollment or other characteristics, Curricular Engagement is an optional designation for which institutions must apply. According to the Carnegie Foundation, the Curricular Engagement designation is given to "institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution."

To earn the Curricular Engagement designation, institutions must document how many service learning courses they offer and how widespread and integrated into the entire curriculum service learning is. In addition, they must document institutional commitments to and faculty scholarship in service learning.

More information about the Curricular Engagement classification is available at:

<http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

Discussion

This credit was added to STARS based on a suggestion from a reviewer.

ER Credit 16: Sustainability Literacy Assessment

Criteria

- 1 pt: Institution conducts an assessment of its students' sustainability literacy.
- 2 pts: Institution conducts an assessment of its incoming students' sustainability literacy and then conducts an assessment of the same cohort's sustainability literacy upon graduation.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

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

Guidance

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.

Discussion

STARS 0.4 included a separate section devoted to sustainability literacy. Several reviewers felt that the Sustainability Literacy credits were too controversial, worth too many points, and offered limited information about student exposure to and understanding of sustainability. Since there are other metrics that gauge student sustainability learning and exposure, the section was deleted. In the interest of collecting data, gathering best practices, and recognizing institutions that are conducting sustainability literacy surveys, this credit is included. AASHE welcomes suggestions on how to best strengthen and supplement this credit.

Faculty and Staff Development and Training

This section seeks to recognize institutions that have incorporated sustainability into their faculty and staff training and development programs. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Discussion

This is a new section that was added to STARS for this version. Both the previous and current versions of STARS include several credits about student outreach and education. Several reviewers suggested that programs for outreach and education to faculty and staff should be recognized as well. The new section includes one credit that used to be in the Curriculum section (Incentives for Developing Sustainability Courses) and two new credits (Sustainability in New Employee Orientation and Employee Sustainability Outreach Program).

ER Credit 17: Incentives for Developing Sustainability Courses

Criteria

Institution offers incentives for faculty to develop sustainability-related or focused courses and/or incorporate sustainability into their courses or departments. Incentives may include release time, curriculum workshops, and funding. This credit applies to incentives for academic, non-credit, and/or continuing education courses.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of incentives offered to faculty to develop sustainability courses and/or incorporate sustainability into their courses or departments
- A brief description of the outcomes or results of offering such incentives
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, workshops, funding, and/or other incentives can help faculty broaden and deepen sustainability curriculum. Faculty often need time, support, and training to determine how best to make sustainability a focus or topic of their courses, and offering such incentives lends institutional support to expanding sustainability course offerings on campus.

Discussion

The previous version of this credit was based on encouraging "faculty to make sustainability a focus of their courses." AASHE received feedback suggesting that the credit should recognize programs that support faculty efforts to introduce sustainability as a course module, examples during classes, and otherwise integrate sustainability into the curriculum short of making it a focus of the course. The revised credit reflects that suggestion.

ER Credit 18: Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how sustainability is covered in orientations and trainings for new employees
- A copy of outreach materials distributed to new employees that address sustainability
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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.

ER Credit 19: Employee Peer-to-Peer Sustainability Outreach Program

Criteria

Institution administers or oversees a faculty/staff peer-to-peer sustainability outreach program that holds an event or campaign at least once per semester or term.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The name, title, and department of the person who coordinates the program
- The name of the program and a brief description of its activities during the previous year
- A brief description of how the outreach program is organized, including how representatives are selected
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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 educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.

Research

This section 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, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies and strategies to address those challenges.

Discussion

This section has changed in a couple of ways since the previous version. First, there are several new credits and the section overall is worth more points. Second, all of the credits included in this version include an applicability provision. That is, the credits do not apply to institutions where research is not a core component of the institution's activities. This way the credits will not penalize community colleges and other schools that do not conduct research. Third, this section no longer includes a credit for having a sustainability research center. Reviewers suggested that most small schools do not have research centers and this credit unfairly penalized them and that the credit was unnecessarily prescriptive about how institutions organize their research.

ER Credit 20: Research Inventory

Criteria

Institution has identified all of its sustainability research initiatives. The inventory should include all research centers, laboratories, and individual professors' activities that focus on or are related to sustainability.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution's activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of a the research inventory or the URL where the information is posted
- A brief description of the methodology the institution used to conduct the inventory
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have identified their sustainability research activities. Conducting an inventory of an institution's sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. Conducting an inventory also establishes a baseline for measuring future progress.

Discussion

This credit was added to STARS based on feedback that conducting an inventory of sustainability research is a significant undertaking, provides an accessible point of entry for earning points in this section, and is necessary for determining whether an institution qualifies for several of the other credits.

Some reviewers suggested that AASHE prescribe a common methodology for identifying sustainability research so that results are comparable between institutions. AASHE welcomes suggestions on what methodology to suggest or require. Likewise, AASHE welcomes suggestions for how to strengthen the definition of sustainability research.

ER Credit 21: Research Incentives

Criteria

Institution offers incentives or programs to encourage faculty to conduct sustainability related or focused research. Incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

This credit does not apply to institutions where research is not a core component of the institution's activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the programs, incentives, and policies in place to encourage faculty members to research sustainability
- A brief description of the results or outcomes of those programs and incentives
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

ER Credit 22: Faculty Involved in Sustainability Research

Criteria

A specified percentage of the institution's faculty members are engaged in sustainability research.

- 1 pt: Up to 0.1 percent of the institution's faculty members are engaged in sustainability research.
- 2 pts: 0.1 to 1 percent of the institution's faculty members are engaged in sustainability research.
- 3 pts: More 1 one percent of the institution's faculty members are engaged in sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution's activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of faculty members
- The total number and names of faculty members engaged in sustainability research, including their departmental affiliations, and a brief description of the sustainability research conducted by each.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

[This credit was added to STARS for this version based on suggestions from reviewers.](#)

ER Credit 23: Departments Involved in Sustainability Research

Criteria

A specified percentage of the institution's academic departments are engaged in sustainability research.

- 1 pt: Up to 5 percent of the institution's academic departments are engaged in sustainability research.
- 2 pts: 5 to 15 percent of the institution's academic departments are engaged in sustainability research.
- 3 pts: Between 15 and 25 percent of the institution's academic departments are engaged in sustainability research.
- 4 pts: 25 to 35 percent of the institution's academic departments are engaged in sustainability research.
- 5 pts: More than 35 percent of the institution's academic departments are engaged in sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution's activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments
- A list of academic departments in which at least one faculty member engages in sustainability research, including a brief statement about the focus of such research
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was added to STARS for this version based on suggestions from reviewers.

ER Credit 24: Internal Funding for Research

Criteria

This credit includes two components.

- 1) Institution demonstrates a three-year upward trend in sustainability research funding from internal sources. (1 point possible)
- 2) Institution dedicates a specified percentage of its internal research funds to sustainability research. (4 points possible)
 - 1 pt: 0.1 to 1 percent of the institution's internal research funds are devoted to sustainability research.
 - 2 pts: Between 1 and 5 percent of the institution's internal research funds are devoted to sustainability research.
 - 3 pts: 5 to 10 percent of the institution's internal research funds are devoted to sustainability research.
 - 4 pts: More than 10 percent of the institution's internal research funds are devoted to sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution's activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total internal research funds for each of the past three years
- Internal research funds devoted to sustainability research for each of the past three years
- A brief description of how internal research funds are apportioned
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are devoting internal research funds to sustainability research. Funding sustainability research indicates an institution's support for sustainability research and helps encourage growth in the field.

Discussion

STARS 0.4 included a credit based on a three-year upward trend in internal funding for sustainability research. AASHE received feedback that STARS should include absolute dollars devoted to sustainability research as well as upward trends. The revised credit includes a component based on devoting a specified percentage of internal research funding to sustainability research. AASHE welcomes suggestions on what percentages should be required to earn each point.

ER Credit 25: External Funds for Research

Criteria

This credit includes two components

- 1) Institution demonstrates a three-year upward trend in sustainability research funding from external sources. *(1 point possible)*
- 2) A specified percentage of the research grant money an institution receives goes towards funding sustainability research. *(3 points possible)*
 - 1 pt: Up to 0.1 percent of the institution's external research funds are devoted to sustainability research.
 - 2 pts: 0.1 to 1 percent of the institution's external research funds are devoted to sustainability research.
 - 3 pts: More than 1 percent of the institution's external research funds are devoted to sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution's activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total external research funds
- External research funds devoted to sustainability research
- A brief description of strategies or best practices institution can share to increase external funding for sustainability research
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have attracted external funding, such as grants, for sustainability research. Much of the research conducted by colleges and universities is funded from outside sources. Outside funding can be an important tool in advancing sustainability research.

Discussion

STARS 0.4 included a credit based on a three-year upward trend in external funding for sustainability research. AASHE received feedback that STARS should consider absolute value of research dollars devoted to sustainability research in addition to trends. The revised credit includes a component based on achieving a specified percentage of external research funding for sustainability research. AASHE welcomes suggestions on what percentages should be required to earn each point.

ER Credit 26: Interdisciplinary Research

Criteria

Institution treats interdisciplinary research the same as discipline-specific research during faculty promotion and tenure decisions.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief summary of how the institution treats interdisciplinary research in faculty promotion and tenure decisions and how this is communicated to all academic departments and faculty review committees
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that treat interdisciplinary research the same as research conducted in a single discipline during faculty promotion and tenure decision. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Treating interdisciplinary research the same as research from one academic discipline is an important step in enabling faculty to pursue sustainability related research.

Discussion

STARS 0.4 included a credit that recognized schools that reward faculty sustainability research during the tenure and promotion process. Several reviewers suggested the credit could be controversial and suggested developing a credit that allowed interdisciplinary research, which sustainability research often is, to be treated fairly and equally during faculty evaluations.

Operations Credits

Discussion

The Operations category includes three new sections. First, the **Buildings** section includes credits similar to those included in the 'Planning and Development' and 'Water and Landscape Management' sections in the previous draft (the old sections are not included in this draft; credits about planning are in the 'Planning' section, which is part of the Administration and Finance category). Second, the **Grounds** section covers the other credits that were included in the 'Water and Landscape Management' section. Third, the **Dining Services** section includes credits related to food procurement that were previously included in the Purchasing section.

The previous draft of STARS included a prerequisite stipulating that schools must comply with environmental, health, and safety regulations. AASHE received feedback that this prerequisite may end up prohibiting schools from participating due to a minor infraction and that such a requirement would have disproportionate impacts on certain types of institutions. Based on this feedback, AASHE plans to take an approach similar to LEED and stipulate in the front matter that STARS is intended for institutions that are in compliance with sustainability-related regulations. In cases of egregious non-compliance with such regulations, AASHE reserves the right to withdraw the offending institution's STARS rating. In addition, AASHE has added a new credit about hazardous waste management.

OP Prerequisite 1: Recycling Program

Criteria

Institution provides a means for recycling bottles, cans, paper, and cardboard. There are designated and clearly labeled recycling receptacles for all occupied buildings or building clusters.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of institution's recycling program, including a list of materials collected.
- The URL for the institution's recycling program, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This prerequisite ensures that all institutions recognized under the STARS rating system have a basic recycling program in place. Recycling is generally one of the first campus sustainability programs that an institution undertakes, and it often provides an important foundation for further campus sustainability efforts.

Discussion

Based on feedback, this prerequisite was changed in two ways. First, instead of requiring institutions to collect the materials accepted by their local jurisdictions, schools are required to collect all of the most common materials for recycling. Second, the revised prerequisite allows for materials to be collected outdoors and for collection areas to cover a group of buildings to allow for flexibility in complying with fire codes.

Buildings

This section 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.

Discussion

AASHE is interested in adding a credit about Indoor Environmental Quality to this section and welcomes feedback on the form such a credit may take.

OP Credit 1: New Construction, Renovations, and Commercial Interiors

Criteria

Institution's new buildings, major renovations, and interior improvements meet Leadership in Energy and Environmental Design (LEED) standards for New Construction, Core & Shell, or Commercial Interiors.

- 1 pt: All new buildings, major renovations, and interior improvements meet LEED certification criteria (at any level).
- 2 pts: All new buildings, major renovations, and interior improvements meet LEED Silver or higher certification criteria and at least 25 percent of new building square footage is certified LEED Silver or higher.
- 3 pts: All new buildings, major renovations, and interior improvements meet LEED Gold or higher certification criteria and at least 25 percent of new building square footage is certified LEED Gold or higher.
- 4 pts: All new buildings, major renovations, and interior improvements meet LEED Platinum certification criteria, and at least 25 percent of new building square footage is certified LEED Platinum.

For this credit, buildings completed during the past three years are considered 'new.' Institutions may use the version of LEED-NC, LEED-CS, or LEED-CI that was available at the time of the building construction, significant renovation, or interior improvement.

Institutions in the United States should use the versions of LEED put forth by the U.S. Green Building Council. Canadian institutions may use the versions of LEED Canada put forth by the Canada Green Building Council.

This credit does not apply to institutions that have not constructed any buildings during the last three years.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the institution's green building policy is posted, if applicable
- The date the policy was adopted, if applicable
- A brief description (including gross square footage and budget) for each new building, renovation, and interior improvement that was completed during the last three years
- The date and level (Certified, Silver, Gold, or Platinum) of LEED certification for each applicable project
- LEED scorecards for certified projects and documentation demonstrating the achievement of LEED criteria for projects that are not certified
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have incorporated environmental features into the design and construction of new buildings, major renovations, and interior improvements. The LEED certification system, which was developed by the U.S. Green Building Council (USGBC), is the premier green building standard in the United States. In partnership with the USGBC, the Canada Green Building Council administers the LEED Canada certification system in Canada. LEED has transparent technical criteria that are evaluated and approved by the USGBC's membership. The certification process involves rigorous documentation, which helps to ensure accurate, fair, and meaningful standards. LEED certification includes criteria grouped into the following categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, and Innovation and Design.

Certification ensures third-party verification of a building's green features, increases an institution's familiarity with the LEED certification criteria, and tends to improve building performance. However, in recognition of the additional expense and time that certification requires, this credit requires only that a specified percentage of new buildings receive certification.

More information about LEED is available at www.usgbc.org.

Discussion

STARS 0.4 included a credit for having a green building policy that required new buildings to be built to LEED silver standards. AASHE received feedback that instead of prescribing a policy, the credit should be based on the actual outcomes of buildings constructed; the revised credit reflects that change.

Some comments suggested that LEED Silver was not rigorous enough and the credit should focus on higher levels of certification (i.e., LEED Gold and Platinum). In keeping with the spirit that STARS should encompass both entry points for institutions beginning campus sustainability efforts as well as ambitious end goals, the credit was revised to offer multiple levels of recognition based on the level of LEED certification or equivalence.

There were also differences of opinion about the merits of certification. While some felt certification was necessary to achieve high-performing green buildings, others felt the certification process was too onerous and expensive to be required. As a compromise, the revised credit stipulates that a portion of the new buildings must be certified in order to qualify for more than one point. Institutions that have gone through the certification process for some of their buildings will be able to gauge more accurately what equivalent means.

Institutions participating in the pilot version of STARS suggested changing this credit so that new construction projects are addressed separately from major renovations and commercial interior spaces. AASHE is considering this suggestion for future versions of STARS.

OP Credit 2: Building Operations and Maintenance

Criteria

A specified percentage of the institution's eligible buildings meet the certification criteria outlined in the LEED for Existing Buildings (LEED-EB) certification system and/or are certified under the LEED-EB system.

- 1 pt: Any portion of the institution's buildings are LEED-EB certified (at any level).
- 2 pts: At least 10 percent of the institution's building square footage is LEED-EB certified (at any level) and at least another 40 percent of the institution's building square footage meets the criteria for LEED-EB certification (at any level).
- 3 pts: At least 15 percent of the institution's building square footage is certified LEED-EB Silver or higher and at least another 60 percent of the institution's building square footage meets the criteria for LEED-EB Silver or higher certification.
- 4 pts: At least 20 percent of the institution's building square footage is certified LEED-EB at the Gold level or higher and at least another 70 percent of the institution's building square footage meets the criteria for LEED-EB Gold or higher certification.
- 5 pts: At least 20 percent of the institution's building square footage is LEED-EB Platinum certified, and at least another 75 percent of the institution's building square footage meets the criteria for LEED-EB Platinum certification.

This credit applies to all buildings eligible for LEED-EB certification. Institutions should use the most recent version of LEED-EB to determine if non-certified buildings meet LEED-EB certification criteria.

Institutions in the United States should use the versions of LEED put forth by the U.S. Green Building Council. Canadian institutions may use the versions of LEED Canada put forth by the Canada Green Building Council.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each building that is LEED-EB certified or meets the standards for LEED-EB certification including the following:
 - The name and primary function of the building (e.g., residential dormitory, classrooms, laboratories)
 - Square footage of the building
 - Date and level of LEED-EB certification, if applicable
 - LEED-EB scorecards for certified buildings and documentation demonstrating the achievement of LEED-EB criteria for buildings that were not certified
- A brief description of the tools, strategies, and policies in place to encourage the adoption and maintenance of LEED-EB criteria
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that operate and maintain their buildings in ways that protect the human health of building occupants and the environment. The LEED certification system, which was developed by the U.S. Green Building Council (USGBC), is the premier green building standard in the U.S. In partnership with the USGBC, the Canada Green Building Council administers the LEED Canada certification system in Canada. LEED has transparent technical criteria that are evaluated and approved by the USGBC's membership. The certification process involves rigorous documentation, which helps to ensure accurate, fair, and meaningful standards. LEED-EB certification includes criteria grouped into the following categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, and Innovation and Design.

Certification ensures third-party verification of a building’s green features, increases an institution’s familiarity with the LEED certification criteria, and tends to improve building performance. However, in recognition of the additional expense and time that certification requires, this credit does not require that all new buildings receive certification.

More information about LEED is available at www.usgbc.org.

Discussion

In response to feedback suggesting that trends can penalize already high-achieving institutions and do not provide the appropriate metrics for comparison between schools, this credit is no longer based on a three-year upward trend in LEED-EB certification. In addition, this credit incorporates two changes that also were made to OP Credit 1. First, higher levels of LEED certification and equivalence (e.g., Gold and Platinum) are worth more points. Second, certification is required for a portion of buildings in order to earn higher levels of points.

OP Credit 3: Potable Non-Irrigation Water Consumption Reduction

Criteria

Institution achieves a specified reduction in potable, non-irrigation water consumption per gross square footage of building space. The reduction is measured against a baseline year of AY 2000-01.

- 1 pt: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 10 percent.
- 2 pts: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 25 percent.
- 3 pts: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 50 percent.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The amount of potable non-irrigation water that the institution consumed in 2000-01, in gallons
- The amount of potable non-irrigation water that the institution consumed in the previous year, in gallons
- The total floor area in gross square feet in 2000-01
- A brief description of policies, practices, and programs that the institution has implemented to reduce potable, non-irrigation water consumption
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have become more efficient water users. Conserving water helps protect wildlife habitat and conserve energy, as delivering and treating water require considerable amounts of energy.

The credit uses gallons of water per gross conditioned square foot of floor space to avoid penalizing institutions for physical growth. The credit is measured against a baseline specific to an institution in recognition of the fact that there are several institutional characteristics that may contribute to higher water consumption, including climate variations and building function.

Discussion

The previous draft version of STARS included a credit based on a three-year downward trend in potable water consumption. In response to feedback suggesting that a trend penalizes already high-achieving institutions, the credit was changed so that it is based on achieving an absolute reduction compared to a baseline year. In addition, this version of STARS separates irrigation water, which is covered in the Grounds section, from non-irrigation water, which is covered by this credit. This separation was based on comments suggesting that conserving irrigation water and conserving water in buildings entail different strategies and often involve different staff or campus departments.

OP Credit 4: Green Cleaning Service

Criteria

Institution's in-house or contracted cleaning service is Green Seal certified or meets the certification criteria for the Green Seal Environmental Standard for Cleaning Services (GS-42).

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Date of Green Seal certification, if applicable
- Documentation indicating that the cleaning service meets the Green Seal criteria
- A brief description of how the institution ensures compliance with Green Seal's standards
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have safe and effective cleaning practices that protect human health and the environment. Green Seal certification is administered by an independent, non-profit organization that develops science-based certification criteria specific to several product categories and services. The certification system recognizes services that improve health and wellbeing, reduce toxic pollution and waste, conserve resources and habitats, and minimize global warming and ozone depletion. In addition to requiring the use of non-toxic cleaning products, the cleaning service certification system details several best practices for cleaning services, which covers topics such as cleaning equipment, staff communications, worker safety, and reducing solid waste.

More information about the Green Seal Environmental Standard for Cleaning Services (GS-42) is available at www.greenseal.org/certification/cleaning_services_gs-42.pdf.

Discussion

Both the previous and current version of STARS include a credit for purchasing environmentally preferable cleaning products (OP Credit 21). This credit was added in response to feedback noting that green cleaning involves more than just the products used.

Buildings: Tier Two Credits

1. Institution uses vegetated/green and/or reflective/high albedo roofs.
2. Institution uses water conservation devices, such as waterless urinals, dual flush toilets, low-flow showerheads, and faucet aerators.
3. Institution has systems in place to detect and repair water leaks.
4. Institution implements strategies to reduce light pollution.
5. Institution uses front-loading washing machines.

Dining Services

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

Discussion

STARS 0.4 included food procurement credits in the Purchasing section. The **Dining Services** section was created for this version of STARS based on feedback that typically dining services departments, and not purchasing departments, purchase food for colleges and universities.

The credits included in this document were developed for the STARS pilot project and, therefore, emphasize gathering data to help establish reasonable point thresholds for future versions of STARS.

The food purchasing credit in STARS 0.4 grouped organic, Fair Trade, local, and other certified or otherwise preferable food in the same credit. Several reviewers commented that different certifications or attributes should not be grouped together in one category but should be treated separately. Since there are many potential food certifications or attributes to include, AASHE selected four commonly found in college and university dining operations: local, organic, Food Alliance, and Fair Trade. During the pilot period, however, schools are asked to report on alternate certifications and standards used to help determine what will be most appropriate to include for future versions of STARS.

The upper level threshold for the previous version of the food purchasing credit was 100 percent. Reviewers suggested lowering the threshold required to earn certain points since 100 percent was not realistic.

STARS 0.4 also included a credit based on offering vegan and vegetarian food options. AASHE received strong feedback indicating that doing so was standard practice undeserving of Tier One level recognition under STARS; the credit was moved to Tier Two.

Participants in the STARS pilot project noted that supporting small and mid-size family farms is an important benefit of buying local food that the current version of the local food credit does not address. AASHE welcomes suggestions on how to develop a credit around this issue or incorporate it into the local food credit. STARS pilot participants also suggested adding a credit for seafood (perhaps based on Marine Stewardship Council standards). AASHE is considering this for future versions. In addition, AASHE is working with the Real Food Challenge in an effort to link the STARS standard with other standards that are or are likely to be used by higher education institutions.

OP Credit 5: Local Food

Criteria

Institution's dining service purchases a specified percentage of local food*.

- 1 pt: Five percent of food expenditures go toward local food*.
- 2 pts: Twenty percent of food expenditures go toward local food*.
- 3 pts: Fifty percent of food expenditures go toward local food*.

For this credit, institutions should include food purchases for the institution's residential dining halls and on-site catered events provided by the institution's dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

*Local food is defined as food that is grown and processed within 150 miles of the institution, for this credit.

This credit does not apply to institutions without residential dining halls or an on-site, institution-affiliated catering service.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The name of the contracted dining services provider, if applicable
- The USDA Plant Hardiness Zone where the institution is located
- Total food expenditures for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on local* food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on local food that is also certified organic
- Total expenditures on local food that is also Food Alliance certified
- A brief description of policies and programs institution has implemented to increase local food procurement
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are buying local food. Purchasing local food helps mitigate the impacts of food transportation, supports local farmers and processors, helps strengthen local economies, and helps build a local food system while enhancing food security.

OP Credit 6: Food Alliance and Organic Certified Food

Criteria

Institution's dining service purchases a specified percentage of Food Alliance and/or organic certified food.

- 1 pt: Five percent of food expenditures go toward Food Alliance and/or organic certified food products.
- 2 pts: Twenty percent of food expenditures go toward Food Alliance and/or organic certified products.
- 3 pts: Fifty percent of food expenditures go toward Food Alliance and/or organic certified products.

For this credit, institutions should include food purchases for the institution's residential dining halls and on-site catered events provided by the institution's dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

Food items that are made with at least 70 percent organic ingredients are considered organic for this credit. According to USDA organic labeling requirements, products labeled 'made with organic' must contain at least 70 percent organically produced ingredients.

This credit does not apply to institutions without residential dining halls or an on-site, institution-affiliated catering service.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Expenditures on certified organic food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Expenditures on Food Alliance certified food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on food that is both organic and Food Alliance certified
- Total expenditures on certified organic food that is also Fair Trade Certified
- Total expenditures on certified organic food that meets another (not including Fair Trade Certified or local) criteria that makes it preferable, and please specify which criteria
- Total expenditures on Food Alliance certified food that meets another (not including Fair Trade Certified or local) criteria that makes it preferable, and please specify which criteria
- A brief description of policies and programs institution has implemented to increase organic food procurement
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are buying certified organic food. The U.S. Department of Agriculture (USDA) and the Canadian Food Inspection Agency oversee organic certification in the U.S. and Canada respectively. These government agencies ensure that products labeled as organic meet environmental and consumer protection standards, including restrictions on the types of seeds, pesticides, fertilizers, and livestock practices that are allowed. In addition, organic agriculture operations must implement practices to conserve soil, manage manure and rotate crops to preserve the value of agricultural lands.

Food Alliance certification is overseen by a nonprofit organization. The certification requirements include providing just working conditions, treating animals humanely, raising livestock without added hormones or antibiotics, reducing pesticide usage and toxicity, and conserving soil and water.

OP Credit 7: Fair Trade Certified Coffee

Criteria

All of the institution's coffee purchases are Fair Trade Certified.

For this credit, institutions should include coffee purchases for the institution's residential dining halls and on-site catered events provided by the institution's dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

This credit does not apply to institutions without residential dining halls or an on-site, institution-affiliated catering service.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Expenditures on Fair Trade Certified coffee
- Total expenditures on coffee
- Expenditures on Fair Trade Certified products for the following categories: tea, sugar, cocoa, rice, vanilla, bananas, and other
- Total expenditures on products in the following categories: tea, sugar, cocoa, rice, vanilla, bananas, and other products eligible for Fair Trade Certification
- Total expenditures on Fair Trade Certified food that meets another criteria that makes it preferable (not including organic certified), and please specify which criteria
- A brief description of policies and programs institution has implemented to increase Fair Trade Certified food purchasing
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are buying Fair Trade Certified coffee. Fair Trade Certification, which is conducted by third-party organizations, is based on fair prices and working conditions for farmers. Fair Trade Certification encourages community development, democratic and transparent collaborations among farmers, and direct trade between producer groups. By purchasing Fair Trade Certified products, institutions can support economic development and help alleviate poverty in less-developed countries.

This credit focuses on Fair Trade Certified coffee because it was one of the first products to be covered by the certification and is widely available. Institutions are asked to report expenditures on other products in recognition of the growth in Fair Trade Certification for other product categories. Future versions of STARS may include these additional products.

Dining Services: Tier Two Credits

1. Institution does not use trays in its dining service operations.
2. Institution has vegan and vegetarian dining options available for every meal.
3. Institution does not use trans fats or ingredients that include trans fats in its dining operations.

Energy and Climate

This section 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, the cause of global warming. Global warming is expected to have myriad impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil/gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

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

OP Credit 8: Reduction in Energy Intensity

Criteria

Institution has achieved a three-year downward trend in energy intensity, normalized for heating or cooling degree days. For this credit, energy intensity is calculated by dividing total energy consumption (electricity plus temperature control) by the amount of conditioned floor space.

- 1 pt: Institution reduced energy intensity up to two percent.
- 2 pts: Institution reduced energy intensity by more than two percent.
- 3 pts: Institution reduced energy intensity by more than four percent.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total electricity consumed in each of the past 3 years
- Total BTU used for temperature in each of the past 3 years
- Gross square feet of conditioned floor space
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have reduced their energy usage per gross square foot of conditioned floor space. The credit is measured as a trend to allow for tracking improvements over time without penalizing institutions in particular climates or with significant energy-intensive activities, such as laboratories. Energy consumption is normalized by conditioned floor space in order to enable fairer comparisons and avoid penalizing institutions for growth in their physical plants.

Discussion

The previous version of this credit did not account for annual temperature variations that may influence energy requirements; based on feedback, this adjustment was added to the credit.

Several comments suggested changing this credit so it is not based on a trend. AASHE is interested in using established energy efficiency standards based on building type instead of a downward trend. The U.S. EPA's Portfolio Manager program could provide standards for some buildings, but doesn't cover many building types found on campuses.

OP Credit 9: Renewable Electricity

Criteria

Institution derives a specified percentage of its total electricity consumed from institution-catalyzed renewable sources, or purchases the environmental attributes of electricity generated off-site from renewable sources in the form of Renewable Energy Certificates (RECs) and other similar renewable energy products.

- 1 pt: More than 5 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or the environmental attributes of more than 15 percent was purchased in the form of RECs and other similar renewable energy products.
- 2 pts: More than 15 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or 100 percent was purchased in the form of RECs and other similar renewable energy products.
- 3 pts: More than 35 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
- 4 pts: More than 65 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
- 5 pts: 100 percent of electricity consumed is from institution-catalyzed* renewable energy sources.

For this credit, the following sources of renewable electricity count: wind, concentrated solar power, solar photovoltaics, geothermal, low-impact hydropower, clean biomass, and B100 biodiesel. Renewable energy technologies that are not used to generate electricity do not count for this credit.

RECs and other similar renewable energy products used to achieve this credit must be Green-e certified or meet the Green-e standard's technical requirements.

*"Institution-catalyzed renewable energy sources" refers to on-site sources as well as off-site renewable energy sources developed for the institution and for which the institution holds the rights to the associated emissions reductions. An institution may not apply electricity generated toward this credit if it sold RECs for the same electricity. Likewise, if the on-site renewable energy generating devices are owned and maintained by another party, the institution must have contractual rights to the associated emissions reductions for the electricity to count towards achieving this credit.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total electricity in kilowatt-hours (kWh) institution consumed in each of previous three years
- The total electricity (in kWh) generated from on-site renewable sources in each of previous three years
- A brief description of the on-site renewable energy generating devices
- The total electricity (in kWh) generated from institution-catalyzed* renewable energy sources in each of previous three years
- A brief description of the institution-catalyzed renewable energy sources
- The total amount (in kWh) of Green-e certified or equivalent electricity purchased in each of previous three years
- A brief description of electricity purchased from off-site renewable sources
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are using renewable energy sources for electricity. The credit is intended to enable fairer comparisons between large and small institutions, reward conservation, and allow institutions to track progress over time in relation to physical plant growth.

The credit includes a preference for institution-catalyzed renewable energy sources (see definition above) to reward institutions that directly contribute to the development of new renewable sources of electricity.

There are three options for earning this credit with electricity from off-site renewable sources. First, Renewable Energy Certificates (RECs), which are available from a variety of nationwide retailers, are created when a new renewable energy facility generates electricity and the environmental benefits of that electricity are sold to the REC buyer. Each REC represents all of the environmental benefits associated with a specific quantity of renewable electricity generation. Second, some electric utilities have green power programs that offer customers the opportunity to purchase some or all of their electricity from certified renewable energy sources. Third, in areas where electricity markets have been deregulated, customers may be able to choose an electricity provider that effectively offers a direct connection to renewable energy as an option.

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.

Discussion

The previous version of this credit did not distinguish between on-site renewably derived electricity and RECs. Among reviewers, there was disagreement on whether or not RECs should count. As a compromise, the revised credit allows RECs to help earn up to two of the five points.

OP Credit 10: On-Site Combustion with Renewable Fuel

Criteria

A specified percentage of the institution's on-site energy combustion for heating and cooling is from renewable sources, such as biomass and renewably derived hydrogen.

- 1 pt: Institution derives 15 percent or more of its on-site combustion for heating and cooling from renewable sources.
- 2 pts: Institution derives 50 percent or more of its on-site combustion for heating and cooling from renewable sources.
- 3 pts: Institution derives 100 percent or more of its on-site combustion for heating and cooling from renewable sources.

For this credit, renewable energy technologies that are used to generate electricity and renewable fuels used for transportation do not count, as those benefits are captured in OP Credit 9 and OP Credit 25 respectively.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total BTUs of energy for heating and cooling from on-site combustion from all sources
- Total BTUs of energy generated for heating and cooling from on-site renewable sources
- A brief description of renewable energy sources used for on-site combustion for heating and cooling
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are using fuel from renewable sources for on-campus combustion. Using renewable fuel sources, such as biomass, instead of fossil fuels reduces greenhouse gas emissions and several other pollutants. Renewable fuel sources can be grown or obtained locally, which mitigates emissions and other impacts of transporting other fuels longer distances and can help strengthen local economies. Harvesting methane from landfills and wastewater treatment plants similarly decreases emissions and transforms a waste product to a source of energy.

Discussion

The previous version of this credit was based on the percentage of heating and cooling load that was met with renewable sources. AASHE received feedback indicating that it would be difficult to accurately measure the impact of certain techniques and technologies (such as passive solar design, geothermal, and solar thermal) on heating and cooling. On-site combustion, on the other hand, can be measured more accurately, and it thus forms the basis for the revised credit. AASHE is interested in feedback on how to measure the impacts of technologies and techniques not covered by the current version of this credit.

OP Credit 11: Greenhouse Gas Emissions Reduction

Criteria

Institution achieved specified net reductions in its Scope 1 and Scope 2 greenhouse gas (GHG) emissions from a 2005-06 academic year baseline. For this credit, purchasing carbon offsets that have been verified by a third party may count towards a portion of the reduction.

- 1 pt: Institution reduced GHG emissions by at least 5 percent, or purchased carbon offsets to achieve a net reduction of at least 50 percent.
- 2 pts: Institution reduced GHG emissions by at least 20 percent, or purchased carbon offsets to achieve a net reduction of 100 percent.
- 3 pts: Institution reduced GHG emissions by at least 40 percent.
- 4 pts: Institution reduced GHG emissions by at least 65 percent.
- 5 pts: Institution reduced GHG emissions by 100 percent (carbon neutrality), with carbon offsets comprising no more than 15 percent of the reduction.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total GHG emissions during the 2005-06 academic year (the baseline)
- The total GHG emissions during the previous academic year
- The total amount of carbon offsets purchased during the performance period and a brief narrative description of the purchased carbon offsets
- A brief description of actions the institution has taken to reduce its greenhouse gas emissions
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have reduced their net GHG emissions. Using a baseline of AY 2005-06 allows all campuses the same reference point for measuring progress and provides a metric that is comparable between campuses of different sizes.

The GHG Protocol, developed by the World Resources Institute and the World Business Council for Sustainable Development, is the most widely-used international accounting tool for quantifying GHG emissions. It provides the accounting framework for nearly every GHG program and standard in the world, including the Chicago Climate Exchange and the California Climate Action Registry. Clean Air-Cool Planet's Campus Carbon Calculator is consistent with GHG Protocol standards.

Scope 1 refers to an institution's direct GHG emissions, such as the emissions from on-site fuel combustion.

Scope 2 refers to emissions generated off-site in the production of energy that the institution purchases. This primarily means electricity but can also include steam and chilled water.

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

Discussion

The version of this credit included in STARS 0.4 did not distinguish between on-site reductions and offset purchases. While some people supported the inclusion of offsets, others argued they should not be included at all. The current version of the credit includes standards that the offsets must meet in order to count. In addition, in this version of the credit, offsets can only be used to earn up to two out of five points.

Some reviewers and pilot participants suggested adding a point for conducting a greenhouse gas emissions inventory. AASHE is considering this suggestion.

More than any other credit, many people suggested that this credit should be worth more points. While AASHE is receptive to the suggestion, at this point, the focus is on developing credits. When the form and range of credits has been decided, AASHE will turn its focus to point allocation.

Energy and Climate: Tier Two Credits

1. Institution uses timers to regulate temperatures based on occupancy hours.
2. Institution uses motion, infrared, and/or light sensors to reduce energy use for lighting.
3. Institution uses LED lighting.
4. Institution has installed vending machine motion sensors.
5. Institution has engaged in energy-related performance contracting.
6. Institution uses more efficient fume hoods.
7. Institution has a centralized energy management system.
8. Institution uses geothermal energy.

Grounds

This section 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 all regions while using water wisely and without the use of harmful chemicals.

Discussion

The name and purview of this section has changed since STARS 0.4. The section was titled 'Water and Landscape Management' previously and covered both grounds and overall water usage. Based on feedback, the water usage credit was separated into building water usage, which is covered in the Buildings section, and irrigation water usage, which is covered in this section.

The previous draft of STARS included a credit that recognized institutions that mitigate 50% of stormwater falling on campus. Feedback indicated that the percentage of stormwater mitigated could be measured for one building but not for an entire campus. Since many schools take an institution-wide approach to managing stormwater, having a building-by-building standard would not be reasonable or applicable.

AASHE is interested in developing one or more credits that address stormwater, and such a credit may take the form of recognizing institutions that follow a set of best management practices. In this case, it is possible that some of the Tier Two credits related to stormwater management could be combined to form one or two Tier One credits.

Several comments also recommended developing credits that recognize landscaping with native plants, promoting biodiversity, and preserving undeveloped land on campus. AASHE is interested in addressing these issues and welcomes suggestions on the form such credits should take.

OP Credit 12: Organic Campus

Criteria

Institution applies to its grounds only pesticides and fertilizers that are allowable under the U.S. Department of Agriculture's standards for organic crop production. For this credit, campus grounds do not include on-campus farms.

This credit does not apply to institutions with cultivated grounds comprising less than one percent of the institution's total area.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The size of maintained grounds, in acres
- The URL where the organic campus policy is posted, if applicable
- A brief description of landscaping and pest-management strategies
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are maintaining their grounds in accordance with organic standards. The U.S. Department of Agriculture has established a list of harmful and potentially harmful materials that cannot be used in organic operations. Many of these chemicals have been linked to human health problems, such as cancer. Exposure risks are especially pronounced for grounds staff and people with chemical sensitivities. In addition, chemicals applied to grounds can harm wildlife and contaminate ground and surface water supplies.

Discussion

In STARS 0.4 this credit was based on the Organic Materials Review Institute's (OMRI's) list of permissible fertilizers and pesticides. OMRI is an organization that tests materials to determine if products qualify for the USDA's organic standards. The credit was changed to be based on the USDA's organic standards list because it is more comprehensive and widely recognized.

Some institutions participating in the pilot period recommended changing this credit to allow for flexibility for pests that cannot be treated with organic approved pesticides. Other pilot participants suggested basing the credit on integrated pest management practices. AASHE is considering these suggestions and welcomes feedback on them.

OP Credit 13: Non-potable Water Usage for Irrigation

Criteria

Institution meets a specified percentage of its irrigation water needs with non-potable water.

- 1 pt: Institution meets 50 percent of its irrigation water needs with non-potable water.
- 2 pts: Institution meets 100 percent of its irrigation water needs with non-potable water.

This credit does not apply to institutions with cultivated grounds comprising less than one percent of the institution's total area.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The volume of potable water used for irrigation, in acre feet
- The volume of non-potable water used for irrigation, in acre feet, by source (e.g., reclaimed water, harvested rainwater, gray water)
- A brief description of policies, strategies, and technologies in place to reduce potable water usage for irrigation
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that use non-potable water for irrigation. Irrigation is often the largest user of potable water on campuses. Institutions can substitute reclaimed water, gray water, and captured rainwater to supply their irrigation needs. Delivering and treating potable water requires a significant amount of energy. In addition, groundwater supplies are being depleted faster than they are being replenished in some places. Investing in water conservation and water re-use is also a prudent risk management strategy, as global warming is expected to increase strains on water supplies.

Discussion

The previous draft of STARS included a credit based on a three-year downward trend in irrigation water use OR meeting 100 percent of irrigation water needs from reclaimed water. The credit was changed to avoid penalizing schools that already have strong irrigation water conservation programs.

While it would be easier to achieve this credit if an institution reduces its potable water usage, a weakness of the current version of this credit is that it does not recognize such reductions in the absence of using non-potable water. AASHE is interested in finding standards for landscaping water usage that incorporate regional/climatic variations that could be used instead of this credit.

Grounds Tier Two Credits

1. Institution uses integrated pest management.
2. Institution landscapes with native plant species.
3. Institution protects, restores, and/or creates habitat on campus.
4. Institution inventories and maps all campus trees and other landscape assets.
5. Institution uses pervious paving.
6. Institution has bioswales, rain gardens, or other vegetated areas designed to filter stormwater runoff.
7. Institution follows best management practices for snow and ice removal.

Materials, Recycling, and Waste Minimization

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

Discussion

This section no longer includes a credit about paper consumption; information about paper consumption is captured in the waste minimization credit. There are new credits for Electronics Recycling, Construction and Demolition Waste Diversion, and Hazardous Waste Minimization, as well as several new Tier Two Credits.

OP Credit 14: Waste Minimization

Criteria

Institution demonstrates a three-year downward trend in waste generated per capita. Total waste generation is measured by weight, and includes all materials recycled, composted, and disposed of as trash except construction, demolition, hazardous, universal and non-regulated chemical waste. Volume measurements 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.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The weight in pounds of materials recycled, composted, and disposed of as garbage for each year
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to waste minimization
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Using a trend rewards institutions for improving their performances without unfairly penalizing institutions with characteristics that may lead to higher levels of waste generation per capita, such as a high percentage of students living on campus.

Discussion

Based on feedback, this credit excludes special types of waste, such as hazardous and construction waste, which are included in separate credits. Despite concerns with trend-based indicators, this credit is based on a trend in response to feedback suggesting that waste generation is influenced strongly by several factors (including research laboratories and percentage of students living on campus) for which STARS is, at this point, unable to control. AASHE welcomes suggestions on whether and how to change this credit so it is not based on a trend.

OP Credit 15: Waste Diversion

Criteria

Institution achieves a specified landfill diversion rate.

- 1 pt: Institution achieves a 15 percent diversion rate.
- 2 pts: Institution achieves a 35 percent diversion rate.
- 3 pts: Institution achieves a 50 percent diversion rate.

Landfill diversion rate is calculated by dividing the weight of materials diverted from the landfill or incinerator by the sum of the weight of materials sent to a landfill or incinerator and the weight of the materials diverted from the landfill or incinerator.

For this credit, calculations do not include construction, demolition, hazardous, universal, and non-regulated chemical wastes. Volume measurements 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.

‘Materials diverted from the landfill or incinerator’ includes 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’ includes any solid waste that was sent for disposal in a municipal waste landfill or incinerator.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The weight in pounds of materials recycled, composted, reused, donated, re-sold, or otherwise diverted
- The weight in pounds of materials disposed in a solid waste landfill or incinerator
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and information for the responsible party

Guidance

This credit recognizes institutions that have achieved significant diversion rates. Diversion rate is a common measurement used to evaluate the success of waste reduction efforts.

Discussion

This credit is no longer based on a three-year downward trend, but is instead based on achieving an absolute diversion rate, which is informed by years of data collected by campuses and thus provides a more comparable metric about an institution’s performance.

OP Credit 16: Construction and Demolition Waste Diversion

Criteria

Institution diverts at least 75 percent of its 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. The diversion rate is calculated by dividing the weight or volume of materials recycled, donated, or otherwise recovered by the sum of the weight or volume of materials landfilled or incinerated and the weight of materials recycled, donated, or otherwise recovered.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The weight in pounds or volume in cubic yards of construction and demolition materials recycled, donated, or otherwise recovered
- The weight in pounds or volume in cubic yards of construction and demolition materials landfilled or incinerated
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have diverted at least 75 percent of their construction and demolition 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. This credit is similar to the Materials and Recycling Credit 2.2: Construction Waste Management in the Leadership in Energy and Environmental Design (LEED) for New Construction rating system.

Discussion

This credit was added based on feedback suggesting construction and demolition is a significant source of waste that should be addressed separately from the standard waste stream.

OP Credit 17: Electronic Waste Recycling Program

Criteria

Institution has a comprehensive electronic waste (e-waste) recycling and/or reuse program. The program includes collecting all institution-owned electronic products and, at least annually, electronic materials from students. All of the e-waste collected is refurbished, donated, or recycled domestically.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The weight in pounds, volume in cubic yards, or number of electronic materials collected for reuse or recycling
- The destination(s) for collected materials
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other components of institution's e-waste program
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was added based on feedback suggesting electronic materials are a significant source of waste that should be addressed separately from the standard waste stream.

Several institutions participating in the STARS pilot project suggested separating institution-generated electronics from student-generated electronics. AASHE is considering making that change.

OP Credit 18: Hazardous Waste Minimization

Criteria

Institution tracks and safely disposes of all hazardous, universal, and non-regulated chemical waste.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total pounds of chemical waste shipped to outside vendors, and whether or not the weight includes containers and packaging
- The total pounds of radioactive waste removed from institution
- The total pounds of biological/medical waste shipped to outside vendors
- A brief description of institution's hazardous waste disposal policies and activities
- The number of regulatory visits or audits from EPA, NRC, DOT, OSHA, and other federal regulatory agencies during the previous year
- The total number and cost of federal violations
- The number of regulatory visits or audits from state and local agencies during the previous academic year
- The total number and cost of state and local violations
- A brief description of policies, programs, and other initiatives institution has taken to reduce hazardous, universal, and unregulated chemical waste, and the impact of those initiatives
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was developed in response to a strong desire to address safe handling and disposal of hazardous materials. However, the credit at this point is focused on data gathering. AASHE is considering developing a credit that is based on best management practices for reducing the use of and safely handling hazardous, universal, and un-regulated waste, and welcomes suggestions on how to best accomplish this.

Materials, Recycling, and Waste Minimization: Tier Two Credits

1. Institution has a pre-consumer food waste composting program.
2. Institution has a post-consumer food waste composting.
3. Institution composts yard waste.
4. Institution has a surplus department or office supplies exchange that facilitates reuse of materials.
5. Campus dining operations offer discounts for reusable mugs.
6. Institution has replaced paper materials, such as course catalogs, registration, and directories, with online alternatives.
7. Institution limits free printing in computer labs and libraries.
8. Campus dining operations use bulk condiment dispensers and decreased packaging for to-go food service purchases.
9. Institution has a program to reuse chemicals.

Purchasing

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

Discussion

The Purchasing section no longer includes a credit based on having an environmentally preferable purchasing policy. Feedback suggested that STARS should measure purchasing decisions rather than policies.

STARS 0.4 also included a credit that was based on a three-year upward trend in environmentally preferable purchasing. In addition to the concerns associated with using trend-based data, several people suggested that environmentally preferable purchasing was too difficult to measure and broad. Based on this suggestion, the current draft of STARS focuses on key areas where clear socially or environmentally preferable alternatives exist.

This section also no longer contains credits for food procurement, as those topics are now covered by the Dining Services section.

Reviewers have had different opinions on how to fairly request data, given the decentralized nature of purchasing that is common among colleges and universities. In this draft of STARS, credits only apply to purchases for which the institution has a central mechanism for tracking. AASHE has received feedback suggesting that limiting the purview of the credits to centrally tracked purchases may render the credits meaningless if, for example, an institution meets the criteria for the five percent of its total purchases that are centrally tracked and doesn't meet the criteria for the other 95 percent of its purchases.

AASHE is considering establishing an applicability or eligibility threshold as a strategy to overcome this shortcoming. If the credit included an applicability threshold, credits would only apply to schools that have a mechanism for tracking at least 75 percent (or another level) of their total purchases. Alternately, the applicability thresholds could be credit-specific, so that if a school has an institution-wide paper procurement contract, for example, and tracks more than a specified percentage of its paper purchases, the paper purchasing credit would apply.

Under an applicability threshold approach, however, two schools with identical purchasing behavior would be treated differently depending on whether or not they track purchases. If both institutions' purchases would qualify for the credit, the school with a tracking mechanism would be recognized while the school without a central tracking mechanism would not. If neither school's purchases would qualify for the credit, the school with the tracking mechanism would not earn the points, which would decrease its overall sustainability score. The credit would not apply to a school without a central tracking mechanism, so its overall sustainability score would benefit from excluding these credits.

An eligibility threshold, on the other hand, would require that schools track a certain percentage of their purchases in order to be recognized by the credit, and the credit would apply to all institutions. However, given the decentralized nature of purchasing for many colleges and universities, this standard may be unrealistic. AASHE welcomes feedback on how to address this issue.

OP Credit 19: ENERGY STAR Purchasing

Criteria

Institution purchases ENERGY STAR qualified products, or the equivalent, for all product categories covered by the program. This credit applies to all purchases that the institution has a central mechanism for tracking.

For this credit, non-certified products that are equally or more efficient than similar ENERGY STAR qualified products are considered "equivalent."

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- ❑ The URL where the ENERGY STAR policy, or equivalent, is posted, if applicable
- ❑ A copy of a Request for Proposals (RFP) that includes the ENERGY STAR requirement, if available
- ❑ A brief description of steps institution has taken to ensure that it purchases only ENERGY STAR qualified or equivalent products when applicable
- ❑ The number of ENERGY STAR products institution purchased and dollars spent on ENERGY STAR products
- ❑ The institution's total expenditures
- ❑ The value of expenditures institution has a central mechanism for tracking
- ❑ The percentage of expenditures on products covered by ENERGY STAR that institution has a central mechanism for tracking, if known
- ❑ A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing ENERGY STAR qualified products or the equivalent, when available. The ENERGY STAR program, which is administered by the U.S. Environmental Protection Agency and U.S. Department of Energy, is a leading standard for energy efficiency for more than fifty product categories, including appliances, heating and cooling, electronics, lighting, food service, and office equipment. Relative to non-qualified products, ENERGY STAR products use 25 to 50 percent less energy, have extended product lives and decreased maintenance costs, and do not compromise quality or performance.

More information about ENERGY STAR is available at www.energystar.gov.

OP Credit 20: EPEAT Purchasing

Criteria

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver registered products, or the equivalent, for all products covered by the standard. This credit applies to all purchases that the institution has a central mechanism for tracking.

For this credit, non-registered products that meet EPEAT Silver criteria are considered "equivalent."

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- ❑ The URL where the EPEAT policy, or equivalent, is posted, if applicable
- ❑ A copy of a Request for Proposals (RFP) that includes the EPEAT requirement, if available
- ❑ A brief description of steps institution has taken to ensure that it purchases only EPEAT Silver or equivalent products when applicable
- ❑ The number of EPEAT products institution purchased and dollars spent on EPEAT Silver (or higher) products
- ❑ The percentage of expenditures on products covered by EPEAT that the institution has a central mechanism for tracking, if known
- ❑ A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing EPEAT Silver products or the equivalent, when applicable. EPEAT, which was developed by the Zero Waste Alliance with a grant from the U.S. Environmental Protection Agency, incorporates energy efficiency, the 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 of products into its evaluation criteria.

More information about EPEAT is available at www.epeat.net.

Discussion

Based on feedback suggesting that Bronze standards are not rigorous enough, the credit has changed to require Silver registered products.

OP Credit 21: Purchasing Green Cleaning Products

Criteria

Institution purchases environmentally preferable cleaning products, as outlined below. This credit applies to all purchases that the institution has a central mechanism for tracking.

All cleaning products are certified by, or meet the criteria required for certification, for the appropriate product categories as outlined below.

For cleaning products

- Green Seal GS-37 Environmental Standard for General-Purpose, Bathroom, Glass, and Carpet Cleaners Used for Industrial and Institutional Purposes
- Environmental Choice CCD-110 for Cleaning and De-greasing Compounds
- Environmental Choice CCD-146 for Hard Surface Cleaners
- Environmental Choice CCD-148 for Carpet and Upholstery Cleaners

For disinfectants, metal polish, floor finishes, strippers, and other products not covered by the standards outlined above

- Green Seal GS-40 Environmental Standard for Industrial and Institutional Floor-Care
- Environmental Choice CCD-112 for Biological Digestion Additives for Cleaning and Odor Control
- Environmental Choice CCD-113 for Drain and/or Grease Trap Additives
- Environmental Choice CCD-115 for Odor Control Additives
- Environmental Choice CCD-147 for Floor Care Products

Institutions with contracted cleaning and/or painting services qualify for this credit if the use of only the products specified above is specified in their contracts and their contractors use only these products.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the Green Seal, Environmental Choice, or equivalent policy is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the green cleaning product requirement, if available
- A copy or relevant sections of the cleaning and/or painting services contract(s), if applicable
- A brief description of steps institution has taken to ensure that it purchases only Green Seal, Environmental Choice, or equivalent cleaners and floor care products
- The percentage of expenditures on cleaning products that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are purchasing green cleaning products. Many traditional cleaning products contain toxins that harm human health and the environment. Exposure impacts are pronounced for cleaning staff and individuals with chemical sensitivities. To maintain consistency between rating systems, this credit is similar to the LEED for Existing Buildings' Environmental Quality Credits 3.4-3.6: *Green Cleaning: Purchase of Sustainable Cleaning Products and Materials*.

Green Seal certification is administered by an independent non-profit organization that develops science-based certification criteria specific to several product categories and services. The certification system recognizes products that improve health and wellbeing, reduce toxic pollution and waste, conserve resources and habitats, and minimize global warming and ozone depletion. More information about Green Seal is available at www.greenseal.org.

Environmental Choice is administered by EcoLogo, North America's oldest environmental standard and certification organization. The certification system was launched by the Canadian federal government in 1988. Environmental Choice meets ISO 14024 standard for Type I (third-party certified, multi-attribute) environmental labels. More information about Environmental Choice is available at www.ecologo.org.

Discussion

The previous version of STARS included a credit that recognized schools that purchased Green Seal certified products for all product categories that are covered by the certification. AASHE received feedback suggesting that requiring Green Seal certification for some product categories may not be appropriate given the limited availability of certified products for some product categories. In addition, there are alternate third-party certifications that cover similar products that should be considered. For consistency with LEED EB standards, this credit includes both Green Seal and Environmental Choice certification.

OP Credit 22: Environmentally Preferable Paper Purchasing

Criteria

Institution purchases or has a policy to purchase only environmentally preferable copy paper and bathroom paper products. For this credit, environmentally preferable paper meets **one** of the following criteria.

- 100 percent post-consumer recycled content and processed chlorine free or
- Certified by the Forest Stewardship Council (FSC) and total chlorine free or
- 100 percent tree-free material or
- Any combination of the above such that 100 percent of the paper is comprised of environmentally preferable materials.

This credit applies to all purchases that the institution has a central mechanism for tracking. The environmentally preferable paper purchasing requirement may be a stand-alone policy or part of a broader policy.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the environmentally preferable paper policy is posted, if available
- Product information for centrally-tracked paper purchases
- A brief description of steps institution has taken to ensure that only environmentally preferable paper is being purchased
- The percentage of expenditures on paper that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are purchasing environmentally preferable paper products. The use of environmentally preferable paper helps conserve forests, water, and energy; prevents pollution; and helps to protect biodiversity. FSC certification is the most widely used social and environmental standard for pulp and paper products made from virgin fibers. More information about FSC is available at www.fsc.org. Tree-free paper is made of alternative fibers that tend to grow rapidly, so harvesting these materials tends to have a smaller environmental impact than harvesting trees.

Discussion

This previous version of this credit stipulated that paper be made with at least 50 percent post-consumer waste. Feedback suggested raising the threshold to 100 percent post-consumer waste. The revised credit incorporates this change.

Participants in the STARS pilot project have suggested separating this credit into multiple credits or points to distinguish between different types of paper (office/copy paper, bathroom tissue, paper napkins and towels, and specialty paper).

OP Credit 23: Environmentally Preferable Furniture Purchasing

Criteria

At least 50 percent of institution's furniture expenditures go towards products that meet **at least one** of the following criteria.

- Product contains at least 10 percent post-consumer or 20 percent post-industrial material, or
- Product contains at least 70 percent of salvaged materials, or
- Product contains at least 50 percent rapidly renewable material, or
- Product contains at least 50 percent Forest Stewardship Council (FSC)-certified wood, or
- Product contains at least 50 percent material harvested/extracted and processed within 500 miles of the institution

This credit applies to purchases that the institution has a central mechanism for tracking.

A single piece of furniture can be counted more than once if it meets multiple criteria. For example, a \$100 chair made with 50 percent FSC-certified wood that was harvested and manufactured within 500 miles of the institution would count for \$200 in environmentally preferable furniture purchases.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total expenditures on environmentally preferable furniture, and the criterion or criteria the furniture meets
- Total furniture expenditures
- A brief description of categories of furniture purchased
- A brief description of programs, policies, or strategies to purchase environmentally preferable furniture
- The percentage of total furniture expenditures that are centrally tracked, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that purchase environmentally preferable furniture. From beds and picnic tables to lab benches and desks, higher education institutions spend a significant amount of money on furniture. For consistency across rating systems, this credit is similar to the LEED for Existing Buildings Materials and Resources Credit 2.2 *Sustainable Purchasing – Durable Goods, furniture*.

There are several options or environmental attributes that make furniture environmentally preferable. Making furniture with post-consumer or post-industrial waste or salvaged materials conserves energy, reduces waste, and mitigates the need to extract virgin materials, such as trees and metal. Using rapidly renewable materials tends to have a smaller environmental impact than using materials that take longer to renew, such as petroleum and old growth wood. FSC-certification is a rigorous third-party certification system that rewards sustainably managed forests. Locally grown and manufactured products have smaller transportation-related environmental impacts and help support local economies.

Discussion

This credit was not included in STARS 0.4 and was added based on suggestions that furniture constitutes a notable portion of purchases for institutions, and that environmentally preferable furniture options exist.

OP Credit 24: Vendor Code of Conduct

Criteria

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

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the vendor code of conduct is posted or a copy of the code
- The date the vendor code of conduct was adopted
- A brief description of programs and strategies institution has implemented to ensure the code is followed
- A brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was included as a Tier Two credit in the previous draft version of STARS. AASHE has upgraded it to a Tier One credit in light of its significance in ensuring that an institution's vendors meet the values of the institution.

In addition, STARS 0.4 included a credit that recognized schools that have a policy requiring contractors to pay employees who work on campus a living wage, which is not included in this document. A vendor code of conduct allows institutions to use broader criteria to screen vendors.

Transportation

This section 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, including heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities proximate to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems. Furthermore, at times these activities are accompanied by human rights abuses and the profits from fossil fuel purchases may support hostile and/or repressive governments. At the same time, campuses can reap benefits from implementing sustainable changes to their transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large paved surfaces, which can help campuses better manage storm water. Also, institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

OP Credit 25: Fleet Greenhouse Gas Emissions

Criteria

Institution's motorized fleet emits specified levels of greenhouse gases per passenger mile traveled.

- 1 pt: 0.5 or fewer pounds of carbon dioxide equivalent (CO₂e) per passenger mile traveled.
- 2 pts: Zero pounds of CO₂e per passenger mile traveled (carbon neutral fleet).

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles. Fleet emissions should be calculated in a way that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards. Only emissions generated directly by vehicle operation are counted in this credit, and carbon offsets may not be applied to this credit.

To calculate passenger miles traveled by each vehicle, multiply the number of miles each vehicle traveled by that vehicle's average occupancy. Fleet passenger miles are calculated by taking the sum of the passenger miles traveled by each vehicle in the fleet. If regular vehicle occupancy data are unavailable, data may be gathered by a survey conducted during regular school session, as long as the survey incorporates seasonal, weekend, and out-of-session variability.

This credit does not apply to institutions without a motorized fleet.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of passenger miles traveled by vehicles in the institution's fleet
- The greenhouse gas emissions from institution's fleet in pounds of CO₂e
- A brief description of institution's methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce its fleet emissions
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that use cleaner fuels, fuel efficient vehicles, and/or multi-passenger vehicles. Institutions can help shape markets by creating demand for more efficient vehicles and cleaner fuels. In addition, institutions can realize efficiencies by increasing the number of passengers per vehicle.

The credit measures fleet greenhouse gas emissions in terms of passenger miles traveled to prevent penalizing institutions that operate shuttles. For context, 0.5 pounds of CO₂E per passenger mile is roughly twice as efficient as the average single occupancy vehicle.

The GHG Protocol, administered by the World Business Council for Sustainable Development (WBCSD) and the World Resources Institute (WRI), is the most widely-used international accounting tool for quantifying greenhouse gas emissions and it provides the accounting framework for nearly every greenhouse gas standard and program in the world.

Discussion

STARS 0.4 included a credit based on a three-year downward trend in fleet greenhouse gas emissions. In order to avoid disadvantaging already high achieving schools and schools that recently began shuttles or van services with multiple passengers, this credit was changed to be based on achieving a specified level of greenhouse gas emissions and is normalized per passenger mile.

Several institutions participating in the pilot project suggested separating campus fleet into transit vehicles and single-passenger vehicles. AASHE is considering this suggestion and welcomes feedback on what form the revised credits should take.

OP Credit 26: Commute Modal Split

Criteria

A specified percentage of the institution's faculty, staff, and students get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

- 1 pt: More than 25 percent of institution's population primarily uses preferable modes of transportation.
- 2 pts: More than 50 percent of institution's population primarily uses preferable modes of transportation.
- 3 pts: More than 95 percent of institution's population primarily uses preferable modes of transportation.

Commute modal split data may be gathered anytime within the last five years. If data for faculty, staff, and students were collected separately, they may be aggregated based on full-time equivalent populations.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The percentage of institution's population walking, bicycling, or using other non-motorized means as their primary method of transportation
- The percentage of institution's population van or car pooling as their primary method of transportation
- The percentage of institution's population riding campus shuttle as their primary method of transportation
- The percentage of institution's population driving alone as their primary method of transportation
- The URL for institution's transportation sustainability website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions where a significant portion of the campus community uses 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.

OP Credit 27: Commuter Options

Criteria

Institution meets the criteria for being recognized by the Best Workplaces for Commuters program.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief list of incentives for preferable modes of transportation that demonstrate how the institution meets the Best Workplaces for Commuters guidelines
- If not designated as a Best Workplace for Commuters, an explanation of why not.
- The date of Best Workplaces for Commuters designation, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge contact information for the responsible party

Guidance

This credit recognizes institutions with strong programs in place to encourage employees to use preferable modes of transportation. The National Standard of Excellence in commuter benefits, developed by the U.S. Environmental Protection Agency, is used to determine whether employers qualify for designation under the Best Workplaces for Commuters program. To encourage their employees to bike, walk, carpool, or take mass transit to and from campus, institutions can implement a variety of programs, incentives, and facilities. Examples of such tools include transit subsidies, bicycle facilities, awards programs, and parking incentives for carpoolers.

More information about the Best Workplaces for Commuters Program is available at www.bestworkplaces.org.

OP Credit 28: Air Travel

Criteria

Institution calculates greenhouse gas emissions from institution-funded air travel.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The greenhouse gas emissions from air travel in pounds of CO₂ equivalent
- A brief description of institution's methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce emissions from air travel
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are measuring greenhouse gas emissions from institution-funded air travel. Air travel is a significant contributor to global climate change but often is excluded from emissions inventories due to data collection and emissions calculation challenges. In addition, while there are viable alternatives for many other greenhouse gas emissions sources, there are fewer comparable alternatives for air travel. This credit aims to foster creative solutions to reducing air travel emissions.

Guidance

This credit was added to STARS since the previous draft in response to suggestions that air travel should be included since it has large impacts that are not included in greenhouse gas emissions covered by STARS. While the credit is based only on measuring emissions, the documentation section requests information about steps the institution has taken to reduce air travel emissions in order to gather information, identify best practices, and facilitate information sharing.

Administration and Finance Credits

Discussion

This category combines many of the sections and credits included in the Governance and Finance category and the Social Responsibility and Community Engagement category of the previous draft version of STARS.

STARS 0.4 included a section called 'Institutional Commitment' that is not included in this version; the credits from that section are now part of the **Sustainability Infrastructure** or **Planning** sections. STARS 0.4 also included sections called 'Affordability and Social Mobility' and 'Fair Labor Practices.' Some of these credits have been eliminated from STARS and others have been incorporated into three new categories: **Human Resources**, **Trademark Licensing**, and **Diversity, Access, and Affordability**.

The previous draft of STARS included a section for 'Sustainability Funding.' In this version, funding information is requested in the Introductory Institutional Information section to help better understand an institution's sustainability performance, but sustainability funding alone does not qualify an institution for any credits. Despite its importance and desirability, funding is more a process than an outcome. Schools could have great outcomes with little funding and small outcomes with great funding. Also, AASHE found it difficult to design a strong credit around sustainability funding.

AASHE received mixed feedback about the inclusion of credits that focus on the social dimensions of sustainability. While several people felt STARS should focus exclusively on environmental metrics, other reviewers welcomed the inclusion of social credits. In response to this mixed feedback, AASHE has revised many of the social credits to better align with corporate sustainability reporting standards. For additional background on AASHE's understanding of sustainability and the inclusion of social credits, please see the 'Understanding Sustainability' section on page 5 of this document.

AF Prerequisite 1: Sustainability Committee

Criteria

Institution has a standing sustainability committee or other entity that meets at least once per semester or term. The committee advises on and/or implements policies and programs related to sustainability. The committee has multi-stakeholder representation, which means its membership includes students, faculty, and staff, and may include other interested parties. The committee may be an informal group or officially appointed by the institution's administration.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of the committee's purview and activities
- The committee membership, including affiliations
- The committee meeting schedule
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This prerequisite ensures that schools have a committee or other body in place to advise and/or implement policies and programs related to sustainability. Having an organized group of people working on the issue is fundamental in making progress towards sustainability.

Having a sustainability committee signals an institution's commitment to sustainability. A sustainability committee may help share the workload related to sustainability, promote sustainability efforts and achievements, and develop innovative solutions to address environmental and social concerns.

The committee should have student, staff, and faculty representation in accordance with the sustainability principle of shared governance. In addition, multi-stakeholder involvement provides educational opportunities for all sectors of the campus community and may help foster broader community engagement.

Discussion

The sustainability committee prerequisite included in the previous version of STARS stipulated that the committee be formally appointed. Several reviewers suggested that informal committees can be very effective. In addition, mandating that schools have a formal committee may create a significant barrier to participating in STARS. The revised credit included in this draft allows for informal committees.

Some reviewers suggested that requiring a committee was too prescriptive and that schools could achieve the same outcomes as a committee through other mechanisms. Most reviewers, however, felt that having a committee, whether formal or informal, with representation from across the institution was crucial to making progress and having a collaborative effort. AASHE welcomes suggestions for how to modify this prerequisite to allow for greater flexibility while still ensuring that representatives from throughout the campus are involved in helping to shape sustainability policies or programs.

Investment

This section seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and community engagement. Furthermore, institutions can support the development of sustainable products and services by investing in these industries. Likewise, they can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Discussion

AASHE received feedback indicating that the credits in this section wouldn't apply to all institutions. The credits now include an applicability standard so schools without an investment pool will not be penalized.

AF Credit 1: Investment Transparency

Criteria

Institution makes a snapshot of its investment pool and proxy voting records (including abstentions) publicly available on the internet. The snapshot and voting records are updated at least annually. The snapshot includes a listing of all direct investments and a summary of amount held in all other asset classes, including names of all funds held.

STARS uses the definition of "investment pool" used by the National Association of College and University Business Officers (NACUBO) in their annual endowment survey: "the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies." This may include funds managed by a foundation associated with the institution.

This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL of the website where the information is available
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that make information about their investments publicly available. Investment transparency contributes to an open exchange of information, which is consistent with the mission of higher education. Making the information available publicly enables discussion about whether the institution's investment decisions reflect a commitment to sustainability.

AF Credit 2: Committee on Investor Responsibility

Criteria

Institution has a formally established and active body that makes recommendations to the Board of Trustees, or sub-committee thereof, on 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 other interested parties.

This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of its purview and activities
- The membership of the committee, including affiliations
- The meeting schedule of the committee
- A summary of committee's activities or annual report
- The URL of committee's website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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.

AF Credit 3: Screening for Negative Investments

Criteria

Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g., tobacco or weapons manufacturing) or participating in a divestment effort (e.g., companies operating in South Africa during apartheid). The negative screen includes selling all affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The date of the most recent screening
- The industry or industries excluded from investments
- The divestment efforts in which school participated in the past three years
- A copy of letters sent to fund managers encouraging divestment or negative screening
- The value of holdings identified and sold due to the screen (*Optional*)
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes schools that withhold investments from companies or industries that are particularly unsustainable. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behavior.

Discussion

The version of this credit included in STARS 0.4 did not include a provision for funds in which the institution holds assets. AASHE received feedback suggesting that because many institutions hold a significant portion of their assets in funds and not direct holdings, the screen should address funds as well as direct holdings. The revised credit stipulates that in addition to selling affected direct holdings, institutions must write a letter to fund managers requesting that they do the same.

AF Credit 4: Positive Sustainability Investments

Criteria

Institution invests in any of the following: sustainable industries, such as renewable energy or sustainable forestry; businesses with exemplary sustainability performances; a sustainability investment fund, such as a community development financial institution (CDFI) or a renewable energy investment fund; and/or a socially responsible mutual fund with positive screens. A positive screen means that the fund managers select businesses based on positive social and environmental performance. Investment in a socially responsible mutual fund with only negative screens (i.e., excluding egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

- 1 pt: Up to 5 percent of the institution's investment pool is invested positively to advance sustainability.
- 2 pts: Between 5 and 15 percent of the investment pool is invested positively to advance sustainability.
- 3 pts: 15 to 30 percent of the investment pool is invested positively to advance sustainability.
- 4 pts: More than 30 percent of the investment pool is invested positively to advance sustainability.

This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The investment pool's total value
- The amount invested directly in sustainable industries and the names of the corresponding companies
- The amount invested in sustainability investment funds, including CDFIs, and the names of the funds
- The amount invested in positively screened mutual funds and names of the funds
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that seek positive investments that promote sustainability. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services.

Investing in CDFIs promotes the sustainability principle of helping provide credit to individuals and communities who are under-served by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities.

This credit uses percentage of total investment pool to provide a metric that is comparable between campuses, without penalizing smaller investors. In addition, using a percentage allows institutions to track their progress over time.

Discussion

Based on feedback suggesting higher levels of investment in positive funds should be rewarded with additional points, this credit is now worth multiple points.

AF Credit 5: Shareholder Engagement

Criteria

Institution filed or co-filed one or more shareholder resolutions that address sustainability, or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests

- A copy of correspondence with the companies that was sent during the previous three academic years
- A copy of the relevant shareholder resolutions that were filed or co-filed during the previous three academic years
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that engage with companies in which they hold investments to address social and environmental responsibility. Filing and co-filing shareholder resolutions and directly communicating with the companies in which the school is invested can be important tools in improving the sustainability performance of those businesses.

Discussion

This credit was added in response to a suggestion that shareholder engagement can be a powerful tool for advancing sustainability.

Investment: Tier Two Credits

1. Institution has a responsible investment policy.

Planning

This section seeks to recognize institutions that have incorporated sustainability into their primary campus plans and those that have developed plans to move towards sustainability. Strategic and master plans guide an institution and its physical campus. These important documents establish an institution's priorities and influence budgeting and decision-making for the institution. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

AF Credit 6: Strategic Plan

Criteria

Institution's current formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The strategic plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a master plan (which is covered in AF Credit 7) nor an independent sustainability plan (which is covered in AF Credit 8) counts for this credit.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the strategic plan (and amendment, if applicable) is posted
- The date the strategic plan or amendment was adopted
- A brief description of how the strategic plan or amendment addresses the environmental, social, and economic dimensions of sustainability
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic plans. The strategic plan is the premier guiding document for an institution; it shapes the institution's priorities and guides budgeting and policy making. Including sustainability at a high level in the plan signals an institution's commitment to sustainability and may help infuse an ethic of environmental and social responsibility throughout the campus community.

Discussion

The previous version of this credit did not include a provision for allowing sustainability to be included in an amendment to the strategic plan. Based on feedback noting that strategic plans are updated infrequently and recognizing amendments would offer valuable flexibility to the credit, AASHE added a provision about amendments to the credit.

AF Credit 7: Master Plan

Criteria

Institution's current master plan or equivalent guiding document includes sustainability at a high level. The master plan covers the institution's entire physical campus.

An amendment to the master plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in AF Credit 6) nor an independent sustainability plan (which is covered in AF Credit 8) counts for this credit.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the master plan (and amendment if applicable) is posted
- The date the master plan or amendment was adopted
- A brief description of how the master plan or amendment includes sustainability
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their master plans. An institution's master plan shapes the development and maintenance of its physical campus. Incorporating sustainability into the campus master plan may help an institution realize sustainability objectives when making decisions about its facilities.

Discussion

Similar to *AF Credit 6: Strategic Plan*, the previous version of this credit did not include a provision for allowing sustainability to be included in an amendment to the master plan. Based on feedback noting that strategic plans are updated infrequently and recognizing amendments would offer valuable flexibility to the credit, AASHE added a provision about amendments to the credit.

AF Credit 8: Sustainability Plan

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the sustainability plan is posted
- The date the sustainability plan was adopted, if applicable
- A brief description of the sustainability plan and a summary of progress toward achieving plan objectives.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution's stakeholders to learn what it takes to become sustainable, using the campus as a laboratory. A sustainability plan provides a road map for achieving sustainability and may help guide decision-making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices.

There are benefits from formal and informal plans. A formal plan signals institutional commitment to sustainability. An informal plan provides an avenue for sustainability advocates to articulate a bold sustainability vision and provides a framework for the institution to discuss its sustainability performance and goals.

Discussion

The previous version of STARS included a Tier Two credit for having a sustainability plan. Several reviewers suggested moving the credit to Tier One due to its value in helping to develop goals and a plan for achieving those goals.

AF Credit 9: Climate Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). A formal sustainability plan that includes climate change goals, strategies, and timeframes counts for this credit.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the climate plan is posted
- The date the climate plan was adopted
- A statement of the climate plan's overall and short-term goals
- A brief description of progress toward achieving plan goals
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have developed a formal strategy to reduce their greenhouse gas emissions. Adopting a formal plan indicates the institution's commitment to reducing its global warming impact. A climate action plan is a major component of the American College & University Presidents Climate Commitment. Since multiple facets of an institution's operations can help reduce emissions, developing a climate action strategy can help an institution realize its sustainability goals as well as climate targets.

Discussion

STARS 0.4 included a credit that recognized schools that have signed the American College & University Presidents' Climate Commitment (ACUPCC). Several reviewers noted that this could be viewed as a conflict of interest since AASHE is a co-coordinator of the ACUPCC. In addition, institutions that have developed climate plans and emissions reduction strategies outside of the ACUPCC should be recognized. The revised credit reflects those suggestions.

Sustainability Infrastructure

This section seeks to recognize institutions that have dedicated staff and other resources to sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainable changes within an institution.

AF Credit 10: Sustainability Officer

Criteria

Institution has a paid sustainability officer who addresses multiple issues. An employee who focuses on just one issue, such as a diversity officer or alternative transportation coordinator, would not count toward this credit.

- 1 pt: Any percentage of a paid staff member's time is dedicated to coordinating sustainability initiatives and this responsibility is included in the individual's job description.
- 2 pts: Institution has a full-time paid sustainability officer.
- 3 pts: Institution has a full-time paid sustainability officer with both academic and operational purview who reports directly to the institution's president, a vice president, or equivalent.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The name, title, and brief job description of the sustainability officer.
- The office or department where the sustainability officer is housed and the position to whom the sustainability officer reports
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have devoted staffing resources to coordinating sustainability efforts. A sustainability officer may help an institution organize its sustainability efforts and realize its sustainability goals. Designating staff resources for sustainability coordination signals an institution's commitment to sustainability. Making this task a full-time position signifies a stronger commitment. Likewise, having the officer report directly to a president or vice president and granting him or her academic and operational purview indicates the officer has a good deal of influence within the institution and that the institution prioritizes sustainability.

Discussion

The previous draft of STARS included a similar credit. Some reviewers suggested that sustainability staff levels required to earn this credit should be adjusted based on student population. AASHE is considering this suggestion and welcomes suggestions on optimal staffing levels.

AF Credit 11: Sustainability Recognition Program

Criteria

Institution has an awards program that recognizes sustainability achievements. Awards and recognition may be granted to individuals, buildings, departments, colleges, or other organizations within the campus community. Awards and recognition are publicized throughout the institution and are granted at least annually.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL of the sustainability recognition program's website
- A brief description of the sustainability recognition program
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have a sustainability recognition program. Awards and recognition programs help advertise sustainability achievements and reward the people and/or entities that have spearheaded or supported sustainable changes. In addition, awards and recognition programs create an incentive for further improvement.

Discussion

This is a new credit that was not included in STARS 0.4. It was created in response to feedback suggesting that award programs are an important way to encourage participation in sustainability programs.

AF Credit 12: Inter-Campus Collaboration on Sustainability

Criteria

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

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions.
- The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member
- A brief summary of additional ways the institution collaborates with other campuses to advance sustainability.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was added to STARS for this version based on feedback suggesting that an important way that many schools contribute to sustainability is by sharing their best practices or experiences with other schools. Since there are many different forms collaboration can take, the current version of this credit recognizes many possible means of collaboration under one credit. AASHE welcomes feedback on how make the standards for earning this credit more rigorous, if appropriate.

Sustainability Infrastructure: Tier Two Credits

1. Institution has a sustainability communications, outreach, or education coordinator.
2. Institution has a recycling manager.
3. Institution has an energy manager.
4. Institution has an alternative transportation coordinator.
5. Institution has a sustainable food procurement coordinator.
6. Institution has a social responsibility and/or environmental justice coordinator.
7. Institution has an alumni sustainability fund.
8. Institution has an alumni sustainability network.
9. Institution has a student government position focused on sustainability (e.g., an environmental affairs commissioner).
10. Institution has a payroll deduction option for campus sustainability projects.
11. Institution is a signatory to Talloires Declaration.
12. Institution has a website describing its practices and efforts.

Community Relations and Partnerships

This section seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to feeding the homeless, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Discussion

This section includes several significant changes since the previous version. First, three new credits were added: Financial Incentives for Public Service Careers, Outreach & Partnerships Carnegie Designation, and Public Policy Engagement. Second, the previous version included a credit based on community service in job descriptions. The credit was eliminated due to feedback suggesting it was not necessarily meaningful and could be controversial. Finally, credits about the percentage of Federal Work Study funds that were spent on community service jobs have been deleted from this version of STARS. Feedback on these credits suggested that they may not be a meaningful way to measure an institution's commitment to community service. In addition, an institution's ability to spend Work Study funds on community service jobs is often dependent on the institution's location.

AF Credit 13: Community Service Infrastructure

Criteria

Institution has a permanent community service coordinator, office, or other mechanism in place to facilitate and promote community service participation.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the community service coordinator, including name, job title, job description, and the date the position was created, if applicable
- A brief description of the community service office including its mission, a brief summary of its activities, and the date it was founded, if applicable
- A brief description of other programs, policies, or systems in place to foster community service
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have devoted resources to encourage community service. Having a community service coordinator or office indicates institutional support for community service and helps facilitate participation.

Discussion

The previous version of this credit only recognized schools that have a community service coordinator. Reviewers noted that having a mechanism in place to facilitate community service participation is more important than having a coordinator specifically. The revised credit recognizes multiple approaches.

AF Credit 14: Student Participation in Community Service

Criteria

Institution engages a specified percentage of its student body in institution-organized or coordinated, unpaid community service activities, including, but not limited to, service that earns academic credit.

- 1 pt: Between 25 and 50 percent of the student body participates in community service.
- 2 pts: 50 to 90 percent of the student body participates in community service.
- 3 pts: Over 90 percent of the student body participates in community service.

For this credit, the student body does not include non-credit students.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the institution's system for tracking community service participation
- The number of students participating in community service during the previous year
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have engaged a significant portion of their student body in community service, as measured by how widespread participation is at the institution. The credit focuses on institution-sponsored or coordinated community service activities because data on community service that is not institution-sponsored or coordinated is often unavailable.

AF Credit 15: Student Hours Contributed in Community Service

Criteria

Institution engages students in a specified number of hours of institution-organized or coordinated, unpaid community service per full-time equivalent student per year.

- 1 pt: Institution engages students in at least 1 and less than 5 hours of community service per full-time equivalent student per year.
- 2 pts: Institution engages students in 5 to 10 hours of community service per full-time equivalent student per year.
- 3 pts: Institution engages students in more than 10 hours of community service per full-time equivalent student per year.

For this credit, the student body does not include non-credit students.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of hours students contributed to community service during the previous year
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions whose students devote a significant amount of time to community service, as measured by the average amount of time students devote to community service per year. While AF Credit 14 measures the number of students participating in community service, this credit measures the amount of time students devote to community service. The credit focuses on institution-sponsored or facilitated community service activities because data on community service that is not institution-sponsored or coordinated is often unavailable.

Discussion

The previous version of STARS had a credit similar to AF Credit 14 that was based on the percentage of students engaged in community service. This credit was created in response to feedback suggesting that a credit based on hours spent conducting community service would be a meaningful supplement to that credit, as together they would provide a better picture of the institution's community service activities.

AF Credit 16: Financial Incentives for Public Service Careers

Criteria

Institution has financial incentives programs for graduates of JD and/or MBA programs who enter public service careers.

This credit does not apply to institutions that do not have a JD or MBA program.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each of the institution's loan repayment assistance or other financial incentive programs for MBA and JD programs
- The date the programs began
- A brief summary of the impact of the programs, including the number and percentage of graduates participating in the programs
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer incentives for their graduates to enter public service careers. The burden of paying off student loans can dissuade qualified graduates from seeking careers in public service, as these jobs tend to be lower paid. Offering financial incentives helps attract people to public service careers and can be a useful strategy in fulfilling shortages in high-need vocations.

Discussion

This credit was created for this version of STARS based on suggestions from reviewers.

AF Credit 17: Outreach & Partnerships Carnegie Designation

Criteria

Institution meets the criteria of the Carnegie Foundation for the Advancement of Teaching's "Outreach & Partnerships" Elective Classification.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution meets the criteria for the Outreach & Partnerships designation (a Community Engagement Elective Classification).
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that meet the criteria for earning the Outreach & Partnerships Designation from the Carnegie Foundation for the Advancement of Teaching. This designation is given to “institutions that provided compelling evidence of one or both of two approaches to community engagement. *Outreach* focuses on the application and provision of institutional resources for community use with benefits to both campus and community. *Partnerships* focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

To earn the Outreach & Partnerships designation, institutions must describe their community outreach programs, institutional resources provided to meet community needs, and examples of faculty scholarship associated with community partnerships.

Discussion

This credit was created for this version of STARS based on suggestions from reviewers.

AF Credit 18: Public Policy Engagement

Criteria

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

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, ordinances, for or against which the institution has advocated
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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

Discussion

This credit was created for this version of STARS based on suggestions from reviewers.

Diversity, Access, and Affordability

This section seeks to recognize institutions that are working to advance diversity, access, and affordability both on campus and in society at large. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental justice, society must work to address discrimination and promote equality. Higher education opens doors to opportunities that can help create a more equitable world. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to addressing diversity and promoting a culture of inclusiveness important components of creating an equitable society. In addition, a diverse student body, faculty, and staff provides a rich resource for learning and collaboration.

Discussion

This section has changed significantly since STARS 0.4, and includes credits and issues from the 'Diversity' and 'Affordability and Social Mobility' sections of the previous draft.

STARS 0.4 included credits that recognized schools with three-year upward trends in the following: faculty racial and ethnic diversity, under-represented group graduation rate, faculty gender diversity, administrator racial and ethnic diversity, and administrator gender diversity. AASHE received feedback that these credits create an unfair disadvantage for schools that have already made progress in creating a diverse campus community. In addition, several reviewers noted that diversity means different things to different schools, depending on their locations, histories, institution-types, and other factors. In this spirit, many reviewers felt that setting numerical targets for diversity was not appropriate. This section contains several new credits that recognize institutions that have programs and mechanisms in place to promote and celebrate diversity.

AASHE is interested in developing additional credits that are based on comparable metrics of having a campus culture of inclusiveness and welcomes feedback on what form those credits should take.

AF Credit 19: Diversity Committee

Criteria

Institution has a diversity committee or other body with broad stakeholder representation, including students and administrators, that meets at least once per semester or term, and is charged by the administration or board of trustees to advise on and implement policies and programs related to diversity on campus.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of the committee's purview and activities
- The committee membership, including affiliations
- The committee meeting schedule
- The URL for the committee's website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions with active diversity committees charged by the administration or board of trustees. Having a diversity committee is an important first step in fostering dialogue about diversity issues on campus. An active diversity committee helps institutions develop, implement, and evaluate diversity policies. Drawing committee membership from students, faculty, staff, and other campus stakeholders helps foster broader participation in the conversation and helps ensure that the committee addresses diversity for all levels of the campus. In addition, serving on a diversity committee provides a valuable learning opportunity for involved students, faculty, staff, and others. Having an organized group of people working on the issue is fundamental in creating a campus culture that welcomes and respects diversity.

Discussion

While most reviewers supported maintaining this credit, which was included in STARS 0.4 as well, some reviewers said that institutions could have other mechanisms that achieve the same thing as a diversity committee. AASHE is open to considering other mechanisms and would be interested to hear more about what campuses are or could be doing to achieve the same things as a diversity committee.

AF Credit 20: Diversity Officer

Criteria

Institution has a diversity officer who reports to the president or provost, and has responsibility for directing or coordinating diversity initiatives. For institutions with 5,000 or fewer students, the diversity officer is at least 0.5 full-time equivalent. For institutions with more than 5,000 students, the diversity officer is full-time.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The name and title of the diversity officer
- The job description of the diversity officer
- The date the diversity officer position was created
- The title of the position to whom the diversity officer reports
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have a dedicated diversity officer. Dedicating staff time to diversity and inclusiveness and having the diversity officer report to a high-ranking administrator indicates institutional commitment to diversity. Having a dedicated diversity officer is a valuable way to support, address, and implement diversity policies and programs and create a culture of inclusiveness.

Discussion

STARS 0.4 included a credit that only recognized schools with a full-time diversity officer. Based on feedback suggesting that a full-time position may not make sense for all sizes and types of schools, the current version of the credit allows for part-time diversity officers to earn credit for schools with 5,000 or fewer students.

AF Credit 21: Non-Discrimination Policy

Criteria

Institution has a comprehensive non-discrimination statement that prohibits discrimination on the basis of race, ethnicity, culture, religion, national origin, sex, age, disability, sexual orientation, medical condition, gender identity, pregnancy, parental status, marital status, and veteran status.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the institution's non-discrimination policy
- The date the policy was adopted
- A brief description of how the policy is implemented and/or upheld
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions with comprehensive policies that prohibit discrimination. A non-discrimination policy sets the tone for the institution about its commitment to respecting differences and not tolerating discrimination. A non-discrimination policy is an important foundation for ensuring equal treatment and respect for all within the campus community.

Discussion

A similar credit was included in the previous version of STARS. Some reviewers felt it should be a prerequisite instead of a credit. Others felt that it should remain a credit since the statement includes some classes or groups that are not always included in non-discrimination statements. In addition, since STARS strives to include points that recognize schools beginning their sustainability programs, this credit provides a valuable point of entry for many schools.

AF Credit 22: Diversity Plan

Criteria

Institution has a diversity plan or plans that cover the entire institution. The diversity plan may be a stand-alone document, part of the strategic plan, or a set of separate plans at the school or department level, as long as all areas of the institution are covered by a plan.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the diversity plan(s)
- The date(s) the plan(s) were adopted
- A brief description of the goals and strategies outlined in the plan(s) and progress made in achieving those goals
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have developed plans to foster diversity on campus. Having a plan allows institutions to articulate their diversity vision and goals, and provides a roadmap for achieving those goals. Due to widespread differences between institutions, each college or university will have a unique approach to diversity. This credit allows institutions to pursue their own approaches to diversity and develop plans that are most appropriate for their circumstances.

Discussion

A similar credit that focused on department-level diversity plans was included in STARS 0.4. The current version of the credit allows for institution-wide plans to count in response to feedback suggesting that alternate approaches should be recognized.

AF Credit 23: Recruiting for Student Diversity

Criteria

Institution has programs and policies in place to recruit a diverse student body.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of policies and programs in place to attract a diverse student body, including the dates those programs were enacted
- A brief summary of the results of those policies and programs, including the composition of the student body according to the diversity breakdowns the institution uses
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are working to attract a diverse student body. In acknowledgement of the various strategies that are appropriate to different institutions, this credit does not prescribe a specific strategy, but recognizes schools that have a proactive approach to recruiting a diverse student body.

Discussion

The previous version of this credit was more prescriptive about what an institution must do in its recruitment efforts in order to promote diversity. The current version of the credit allows for each school to determine an approach that is appropriate for itself.

AF Credit 24: Support Programs for Under-represented Groups

Criteria

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

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the programs institution has to support under-represented groups on campus, including the dates those programs were implemented
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have programs in place to support under-represented groups on campus. Certain challenges accompany being a minority on campus. Schools can help maintain a diverse student body by offering support programs to help individuals in under-represented groups thrive.

Discussion

This credit was added to STARS in an attempt to recognize schools that are taking initiative to help create a culture of inclusiveness by supporting students from under-represented groups.

AF Credit 25: Support Programs for Under-represented Ph.D. Candidates

Criteria

Institution has or participates in a mentoring or other program that supports doctoral candidates from under-represented groups.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the programs and policies in place to support doctoral candidates from under-represented groups
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are taking steps to help build a more diverse faculty throughout higher education by supporting Ph.D. candidates from under-represented groups. Having a diverse faculty helps provide a rich learning experience for all students. Mentoring and other support programs help foster the participation of under-represented groups in higher education.

Discussion

STARS 0.4 included credits based on the racial and ethnic diversity of faculty and on the gender diversity of faculty. As explained above, developing fair credits based on the diversity of faculty proved challenging. In addition, some reviewers noted that colleges and universities can do much to support diversity in higher education by fostering the participation of Ph.D. candidates from under-represented groups. This credit seeks to recognize schools that are working to build a more diverse pool of potential faculty members throughout higher education.

AF Credit 26: Affordability and Access Programs

Criteria

Institution has policies and programs in place to make the institution accessible and affordable to low-income students.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the policies and programs the institution uses to improve its access and affordability
- A brief summary of the impact of such programs within the past three to five years
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are implementing strategies to improve their access and affordability. Achieving a higher education 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.

Discussion

STARS 0.4 included a separate section called 'Affordability and Social Mobility.' The section was comprised of two credits. The first credit, Social Mobility – Trend, was based on a three-year upward trend in the percentage of students from low-income families or from families in which neither parent has a college degree. In addition to concerns with using trend-based credits, several reviewers suggested that gathering data for this credit would be unduly burdensome or impossible. The second credit, Affordability – Trend, was based on having faster growth in financial aid than in tuition over a three year period. This credit was unpopular with reviewers as it could reward institutions that are offering more loans and leaving their graduates with large debts.

Further research revealed that there are widespread differences in opinion about best practices for rewarding financial aid, measuring affordability, and improving access to higher education. The credit included in this document is based on the suggestion that it is best not to prescribe strategies, but to focus on learning what schools are doing to help share information and identify best practices.

Diversity, Access, and Affordability: Tier Two Credits

1. Institution offers gender neutral housing options.

Human Resources

This section seeks to recognize institutions that treat and remunerate their workers responsibly and fairly. Just as businesses addressing sustainability include human capital as part of the triple bottom line, colleges and universities can contribute to an equitable and sustainable society by offering benefits, wages, and other policies that respect and ethically compensate their human capital.

Discussion

This is a new section that was not included in STARS 0.4. Some of the credits in this section are similar to those in the 'Fair Labor Practices' section of 0.4. Other credits from that section were eliminated, moved to the purchasing section, or added to a new section that addresses trademark licensing.

AF Credit 27: Sustainable Compensation

Criteria

Institution periodically evaluates, and updates as appropriate, its wages and benefits policies to ensure that total compensation (wages plus benefits) for the lowest-paid employees is sufficient to enable these employees to meet their basic needs. Student workers are not covered by this credit.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution evaluates its compensation policies, including the methodology used to calculate the appropriate compensation and how often compensation policies are reviewed.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that take proactive steps to ensure that their lowest paid workers earn a sustainable compensation.

Discussion

This credit replaces a credit from STARS 0.4 that was based on paying employees a "living wage." AASHE received feedback that the term 'living wage' can be interpreted differently and carries connotations that are inappropriate for STARS. The new credit looks at total compensation rather than wages alone, and lets the institution determine what constitutes sustainable compensation. The intent of the new credit is to ensure that the institution regularly reviews its compensation policies with an eye towards enabling the lowest paid workers to meet their basic needs.

In revising this credit, AASHE examined how wage issues are addressed in corporate sustainability standards, such as the Global Reporting Initiative (GRI), the Dow Jones Sustainability Indexes, and the B Corporation Rating Systems. Each of these standards includes questions related to wages and compensation for business' lowest paid workers. The B Corporation Rating Systems ask if a living wage is paid to all full-time and part-time employees. GRI asks for the "Range of ratios of standard entry level wage compared to local minimum wage at significant locations of operation." The Dow Jones Sustainability Indexes ask if the company has endorsed the Universal Declaration of Human Rights, which says, "Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity." While existing corporate

sustainability standards don't provide a clear consensus for what form a STARS credit should take, they affirm that considering compensation for lowest paid employees is a recognized component of sustainability.

AF Credit 28: Faculty and Staff Benefits

Criteria

Institution provides healthcare benefits to employees.

- 1 pt: All full-time employees receive full health care coverage.
- 2 pts: All employees with at least 0.75 full-time equivalence receive full health care coverage.
- 3 pts: All employees with at least 0.5 full-time equivalence receive full health care coverage.

This credit does not apply to Canadian institutions.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the institution's most recent health care policy for employees, or a brief summary of the policy
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that provide health care coverage to employees. Human health is an important component of sustainability. Institutions can help build a healthy and productive workforce by providing healthcare benefits to their employees.

Discussion

This credit is similar to a credit included in STARS 0.4, but the new credit includes three points to allow for gradual improvement and different levels of recognition.

AF Credit 29: Graduate Student Employee Benefits

Criteria

Institution provides graduate student employees (e.g., GRAs and TAs) health insurance benefits.

- 1 pt: Institution covers 75 percent of graduate student employees' health care premiums.
- 2 pts: Institution covers 100 percent of graduate student employees' health care premiums.

This credit does not apply to Canadian institutions.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the graduate student employee health care policy, or a brief summary of the policy
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that provide health insurance coverage to graduate student employees.

Discussion

This credit is similar to a credit included in STARS 0.4, but the new credit includes two points to allow for gradual improvement and different levels of recognition.

AF Credit 30: Parental Leave

Criteria

Institution grants parental leave to all employees, including graduate students.

This credit does not apply to Canadian institutions.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the institution's parental leave policy
- The date the institution adopted the policy
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that grant parental leave to their employees. Parental leave recognizes unpaid family work of raising children, and is an important tool to promote gender equality in the workplace.

Discussion

This credit was added to STARS for this version.

AF Credit 31: Domestic Partner Benefits

Criteria

Institution provides equal benefits to employees' same-sex domestic partners as to employees' spouses.

This credit does not apply to Canadian institutions or to institutions located in states that prohibit the provision of equivalent domestic partner benefits.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the institution's equal benefits policy or program and the date it was implemented
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that provide equal benefits to domestic partners.

AF Credit 32: Employee Satisfaction Survey

Criteria

Institution conducts a survey at least once every three years to measure employee satisfaction. The survey may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the survey used to measure employee satisfaction
- The date the survey was last administered
- A brief summary or a copy of a report summarizing the results from the survey
- A brief description of policies or programs implemented to address issues raised by the survey
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction. Surveying employees about job satisfaction helps institutions gauge their performance as an employer and can help identify strengths and areas for development.

Discussion

[This credit was added to STARS for this version.](#)

Human Resources: Tier Two Credits

1. Institution has an on-site child care facility or partners with a local facility to meet the child care needs of students, faculty, and staff.
2. Institution has a whistle-blower policy and established method to raise complaints and concerns without fear of reprisal.
3. Institution offers part-time schedules and job share arrangements.

Trademark Licensing

This section seeks to recognize institutions that take steps to ensure that apparel and other products bearing the institution's name are made in environmentally and socially responsible ways. Colleges and universities can promote fair, just, and sustainable labor and manufacturing practices by proactively screening, selecting, and monitoring the factories that produce apparel that bears their logo.

Discussion

This is a new section that was created for STARS version 0.5. Credits similar to those included in this section were part of the 'Fair Labor Practices' section in STARS 0.4. The new section was created in response to feedback noting that trademark licensing typically is not handled by human resources departments, which oversee or coordinate the topics covered by other credits that were included in the 'Fair Labor Practices' section.

AF Credit 33: Independent Monitoring of Logo Apparel

Criteria

Institution is a member of an organization that conducts monitoring and verification to ensure that products bearing the institution's name or logo are produced under fair conditions (e.g., the Worker Rights Consortium or the Fair Labor Association).

This credit does not apply to schools that do not have their logo on apparel.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The monitoring and verification organization of which the institution is a member
- The date the institution joined the organization
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

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. The Worker Rights Consortium is an independent monitoring organization focused on protecting the rights of workers who sew and make products to be sold in the United States. Its membership is comprised of colleges and universities. 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.

Discussion

The previous version of this credit did not allow participation in the Fair Labor Association to count. AASHE received feedback the credit should be more inclusive and changed the credit to reflect that input.

AF Credit 34: Designated Suppliers Program

Criteria

Institution participates in the Worker Rights Consortium's Designated Suppliers Program.

This credit does not apply to schools that do not have their logo on apparel.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The date the institution joined the Designated Suppliers Program
- A brief description of the institution's involvement in the Designated Suppliers Program
- A brief description of the institution's efforts to add factories to be included under the program
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that join the Designated Suppliers Program to help ensure that apparel bearing the institution's name is produced under fair conditions. The Designated Suppliers Program, administered by the Worker Rights Consortium, conducts independent screening and verification to proactively select factories that respect and honor workers' rights, including the right to sustainable compensation.

Appendix A: Institutions Participating in the STARS Pilot Project

Acadia University	Mt. Hood Community College
Appalachian State University	New York University
American University	Northland College
Arizona State University	Northwest State Community College
Ball State University	Pacific Lutheran University
Boise State University	Portland State University
British Columbia Institute of Technology	Randolph College
California State University, Chico	Richland College
California State University, Sacramento	Richland Community College
Case Western Reserve University	Rochester Community and Technical College
College of St. Benedict	Rose-Hulman Institute of Technology
Colorado State University	Rowan University
Concordia University	Rutgers, The State University of New Jersey
Dallas County Community College District	Saint Xavier University
De Anza Community College	San Diego City College
Delta College	Santa Barbara City College
Dickinson College	Santa Clara University
Earlham College	Santa Fe Community College
Eastern Iowa Community College District	Seattle Pacific University
Eastern Kentucky University	Spokane Falls Community College
Emory University	St. John's University
Florida Gulf Coast University	State University of New York, College of Environmental Science & Forestry
Grand Rapids Community College	Syracuse University
Grand Valley State University	The Evergreen State College
Green Mountain College	University of Arizona
Gustavus Adolphus College	University of British Columbia
Hennepin Technical College	University of Calgary
Illinois State University	University of California, San Diego
Iowa State University	University of California, Santa Barbara
Ithaca College	University of Central Florida
Jackson Community College	University of Colorado at Boulder
Lane Community College	University of Colorado at Colorado Springs
Lewis & Clark College	University of Florida
Lipscomb University	University of Illinois at Chicago
McGill University	University of Kansas
Middlebury College	University of Kentucky
Monroe Community College	University of Maine
Monterey Institute of International Studies	University of Minnesota, Morris
Mount Union College	

University of Nebraska at Omaha
University of New Hampshire
University of Northern British Columbia
University of Puget Sound
University of Southern Maine
University of Texas at Austin
University of Washington, Tacoma
University of Wisconsin - River Falls
University of Wisconsin Oshkosh
Washington University in St. Louis

Western Carolina University
Western Illinois University
Western Iowa Tech Community College
Western Washington University
Williams College
Winona State University
Worcester Polytechnic Institution

Appendix B: Strategic Advisory Committee Members

Sarah Banas - Program Associate, American Association for the Advancement of Science

Elizabeth Beltramini - Director of Communications, Association of College Unions International (ACUI)

Bettie Ann Brigham - Vice President for Student Development, Eastern University (representing the National Association of Student Personnel Administrators)

Mary Ann Coughlin - Professor of Research and Statistics and Assistant Vice President for Academic Affairs, Springfield College (representing Association for Institutional Research)

Geri Durka-Pelok - Instructional Designer, Society for College & University Planning

Andrea George - Associate Director of Environmental Health & Safety & Sustainability Coordinator, Vanderbilt University (representing Campus Safety Health and Environmental Management Association)

John Hammang - Director of Special Projects and Development, American Association of State Colleges and Universities

Mary Jensen - Coordinator of Campus Sustainability, Keene State College (representing the College and University Recycling Council)

Julian Keniry - Senior Director, Campus & Community Leadership, National Wildlife Federation

Shannon Kenny - Deputy Director, Sector Strategies Division, U.S. Environmental Protection Agency

Michele Madia - Director, Environmental Leadership, NACUBO

Paula Martin - Assistant Provost, Juniata College (representing the National Council for Science and the Environment)

Amy G. McGlashan - Executive Director, Vermont Campus Compact

Lander Medlin - Executive Director, APPA

Susan Mendoza-Jones - Director of Integrative Learning, Grand Valley State University (representing Disciplinary Associations Network for Sustainability)

Doreen Murner - CEO, National Association of Educational Procurement (NAEP)

Mark Orłowski - Executive Director, Sustainable Endowments Institute

Cameron Schauf - Director, Dining Services & Auxiliary Operations, University of Rochester (representing National Association of College & University Food Services)

Richard A. Skinner - Senior Vice President, Programs & Research, Association of Governing Boards (AGB)

Mary Spilde - President, Lane Community College (representing American Association of Community Colleges)

Jeanne S. Steffes - Associate Vice President for Student Affairs, Syracuse University (representing ACPA - College Student Educators International)

Appendix C: Technical Advisory Committee Members

Cathy Anderson - Assistant Dean, Student Services, Northern Wyoming Community College District
Peter Ashbrook - Director, Environmental Health & Safety, University of Missouri-Columbia
Tom Balf - Director, Campus Consortium for Environmental Excellence (C2E2)
Richard Bankowski - Manager of Safety and Health, Rutgers, The State University of New Jersey
Ed Becker - Executive Director, Environmental Health & Safety, University of Southern California
Bonny Bentzin - Manager, Campus Sustainability Practices, Arizona State University
Almut Beringer - Senior Research Fellow, UNESCO Chair 'Higher Education for Sustainable Development', University of Lueneburg, Germany
Scott Berlin - Dining & Hospitality Services Director, University of California, Santa Cruz
Matthew Biette - Director, Dining Services, Middlebury College
Carol Brodie - Research Administrator, Research & Graduate Studies, University of the Pacific
Jack Byrne - Campus Sustainability Coordinator, Middlebury College
Wynn Calder - Director, University Leaders for a Sustainable Future
Edith Callaghan - Director, Academy of the Environment, Acadia University
Enid Cardinal - Sustainability Coordinator, Illinois State University
Victoria D. Cepeida-Mojarro - National Development Coordinator, United Students Against Sweatshops
Tonia Compton - President, National Association of Graduate-Professional Students
Joe Curnow - National Coordinator, United Students for Fair Trade
John Cusack - Executive Director, New Jersey Higher Education Partnership for Sustainability
Jeff Darling - Purchasing Agent, University of Colorado at Boulder
Mark Darling - Program Coordinator, Recycling Resource Management, Ithaca College
Jack DeBell - Recycling Program Development Director, University of Colorado at Boulder
Edward Delaney - President, Strategic Analyses: Organizational Planning & Research
Dedee DeLongpre - Director, Office of Sustainability, University of Florida
David Eagan - Outreach Specialist, Nelson Institute for Environmental Studies, University of Wisconsin-Madison
Jonathan Eldridge - Vice President for Student Affairs, Southern Oregon University
Jonathan Fink - Director and Chief Sustainability Officer, Global Institute of Sustainability, Arizona State University
Andy Fisher - Executive Director, Community Food Security Coalition
Tim Foster - Accounting Manager, Siemens Building Technology
Debby Freed - Alternative Transportation Manager, Office of Transportation, Virginia Tech
Jeremy Friedman - Project Administrator, NYU Sustainability Task Force, New York University
Jim Frierson - Director of Strategic Projects and Vice Chairman, Advanced Transportation Technology Institute (ATTI), University of Tennessee at Chattanooga
Tim Galarneau - Food Systems Education & Research Coordinator, Center for Agroecology & Sustainable Food Systems, University of California, Santa Cruz
Melissa Gallagher-Rogers - Manager, LEED Government & Higher Education Sectors, U.S. Green Building Council
Harold Glasser - Associate Professor, Environmental Studies, Western Michigan University
Stephen Gnatd - Associate Director, Stamp Student Union, University of Maryland
Char Gray - Executive Director, Pennsylvania Campus Compact
Steve Guenther - Vice President of Operations, ARAMARK Education
Gail Hall - EH&S Officer, Boston College
Michele Hallahan - Environmental Specialist, University of Texas at Austin

Lauren Heising - Coordinator of Sales & Nutrition, Housing & Dining Services, University of Colorado at Boulder

Anjali Helferty - National Coordinator, Sustainable Campuses, Sierra Youth Coalition

Elaine A. Hills - PhD Candidate, Department of Epidemiology & Biostatistics, University at Albany-SUNY

Winston Huff - Sustainability Coordinator/Project Manager, Smith Seckman Reid Engineers

Mark Kelly - Manager Environmental Services, Rutgers, The State University of New Jersey

Tom Kelly - Chief Sustainability Officer, University of New Hampshire

Linda Kogan - Sustainability Officer, University of Colorado at Colorado Springs

Steve Kreidler - Executive Vice President, University of Central Oklahoma

Dominique LaRoche - Director, Space Management, Arizona State University

Nancy Levandowski - Director of ISU Dining, Iowa State University

Philip Ling - Powersmiths

Terry Link - Director, Office of Campus Sustainability, Michigan State University

Larry Litten - Retired; previously Director of Institutional Research at Carleton and Dartmouth Colleges as well as the Director of Research at the Consortium on Financing Higher Education (COFHE)

Jean MacGregor - Senior Scholar and Director, "Curriculum for the Bioregion" Initiative, Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College

Matt Malten - Assistant Vice Chancellor for Campus Sustainability, Washington University in St. Louis

Jerry Mann - Director, Student Support Services/Business Analysis, UCLA

Johnette McKown - Executive Vice President, McLennan Community College

Penny Menton - Associate Director, Transportation Services, UCLA

John Mlade - National Market Sector Research Manager, Perkins + Will

Gordon Nelson - Director of Property Management, University of Maine

Kevin Nelson - Office of Policy, Economics and Innovation, U.S. EPA

Jane Nichols - Professor of Interior Design, Western Carolina University

Dixie Norris - Vice President Finance & Administration, Cape Cod Community College

Mark O'Gorman - Associate Professor, Environmental Studies, Maryville College

Jacob Park - Assistant Professor, Business Strategy & Sustainability Business, Green Mountain College

Christopher Payne - Associate Vice Chancellor for Student Affairs, University of North Carolina

John Petersen - Chair, Environmental Studies Program, Oberlin College

Jim Pittman - Associate Faculty, Sustainability Science & Practice, Prescott College

Jesse B. Pyles - Service-Learning & Sustainability Coordinator, Green Mountain College

Edward L. Quevedo - Senior Consultant, Strategic and Corporate Services, WSP Environmental Strategies

Lee Richardson - Professor of Marketing, University of Baltimore

Jonathan Rausseo - Sustainability Development Coordinator, University of Ottawa

Kyle Rosato - Manager of Environmental Programs, Office of Environmental Health & Radiation Safety, University of Pennsylvania

Dave Rosenfeld - National Program Director, The Student PIRGs

Maureen Roskoski - Senior Project Manager, Facility Engineering Associates

Debra Rowe - Coordinator, Disciplinary Associations Network for Sustainability (DANS)

Justin Schott - Campus Field Coordinator, Campus Ecology Program, National Wildlife Federation

Sarena Seifer - Executive Director, Community-Campus Partnerships for Health

Morgan Simon - Executive Director, Responsible Endowments Coalition

Walter Simpson - Energy Officer, University at Buffalo

Brad Smith - Dean, Huxley College of the Environment, Western Washington University

Jeff Stebar - Principal, Perkins + Will

Anne Stephenson - Consultant, University of Chicago

Brett M. Stevens - Manager, Business Development and Sustainability, NELSON

Joel Stout - Sustainability Specialist, Sebesta Blomberg

Tuesday A. Strong - Director of Facilities Services, Rose-Hulman Institute of Technology

Susan Sutheimer - Chair, Dept. of Natural Sciences and Math, Green Mountain College

Edward R. Terceiro Jr. - Executive Vice President, Mt. Wachusett Community College

Dawn Geronimo Terkla - Associate Provost of Institutional Research, Assessment, and Evaluation, Office of Institutional Research & Evaluation, Tufts University

Lia Wetzstein - Instructor, Environmental Science, University of Washington, Tacoma

Rick Wilke - Director, Environmental Education and Training Partnership and Distinguished Professor of Environmental Education, University of Wisconsin-Stevens Point

James Wilkins - Sustainability Coordinator, Furman University

Boyd Yarbrough - Director of University Housing, Furman University

Brian Yeoman - City Director, Houston, Clinton Climate Initiative

Michael Youdelman - Manager, Department of Recycling/Resource Management, Stony Brook University