



stars technical manual

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

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

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Sharing

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

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



Dear Colleagues,

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

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

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

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

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

Toward sustainability,

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Acknowledgements

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STARS Steering Committee

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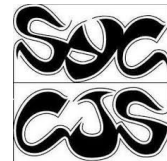
Technical Committees

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

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

Partner Organizations

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



Introduction

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

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

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

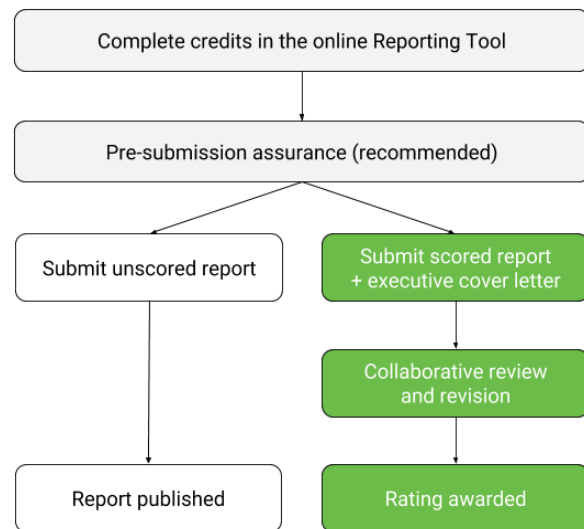
Participation

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

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

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

STARS Reporting Process








Steps in green only available with a STARS subscription.

Scoring & Recognition

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

Public recognition is earned on the following basis:

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

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

Detailed information about the reporting process and a help center with answers to frequently asked questions are available on the [STARS website](#).

Table of Credits

Category / Subcategory	No.	Credit Title	Points Available
Institutional Characteristics (IC)			
Institutional Characteristics	IC 1	Institutional Boundary ^	-
	IC 2	Operational Characteristics ^	-
	IC 3	Academics and Demographics ^	-
	IC 4	Points of Distinction	-
	IC 5	Executive Letter ^ *	-
Academics (AC)			
Curriculum <i>Up to 40 points available</i>	AC 1	Academic Courses *	14
	AC 2	Learning Outcomes *	8
	AC 3	Undergraduate Program *	3
	AC 4	Graduate Program *	3
	AC 5	Immersive Experience *	2
	AC 6	Sustainability Literacy Assessment	4
	AC 7	Incentives for Developing Courses	2
	AC 8	Campus as a Living Laboratory *	4
Research * <i>Up to 18 points available</i>	AC 9	Research and Scholarship *	12
	AC 10	Support for Sustainability Research *	4
	AC 11	Open Access to Research *	2
Engagement (EN)			
Campus Engagement <i>Up to 21 points available</i>	EN 1	Student Educators Program *	4
	EN 2	Student Orientation *	2
	EN 3	Student Life	2
	EN 4	Outreach Materials and Publications	2
	EN 5	Outreach Campaign	4
	EN 6	Assessing Sustainability Culture	1
	EN 7	Employee Educators Program	3

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

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

^ Required for submission.

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

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

Anatomy of a Credit

Each credit is organized as follows:

XY 1: Credit Title

Z points available

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

Rationale

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

Applicability

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

Criteria

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

Scoring

Explains how points are allocated for the credit.

Reporting Fields

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

Measurement

Timeframe

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

Sampling and Data Standards

Provides guidelines on when institutions may use a representative sample to measure performance and when samples are prohibited, as well as guidance related to data quality, allowable exclusions, and unit conversions.

Standards and Terms

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

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

Connections to U.N. Sustainable Development Goals

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



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

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

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

Report Preface (PRE)

Introduction

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS report.

PRE 1	Executive Letter	Required *
PRE 2	Points of Distinction	Optional

* Not applicable to every institution.

PRE 1: Executive Letter

Required to submit a scored report; optional for unscored reports

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

Reporting Fields

Required

- Executive letter (upload)

PRE 2: Points of Distinction

Optional

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

Reporting Fields

Required

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

Optional

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

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

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

Institutional Characteristics

Institutional characteristics include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in PRE-4 and PRE-5 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

PRE 3	Institutional Boundary	Required
PRE 4	Operational Characteristics	Required
PRE 5	Academics and Demographics	Required

PRE 3: Institutional Boundary

Required for submission

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

Reporting Fields

Required

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

If there are features present that are not included within the boundary, provide:

- The rationale for excluding any features that are present from the institutional boundary

Optional

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

Standards and Terms

Institution type

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

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

Type	Description	Corresponding UNESCO Level
Associate/ Short-cycle	Includes tertiary institutions where all degrees, certificates, and/or diplomas are between secondary education and baccalaureate degree level (e.g., associate degrees), or where baccalaureate degrees account for less than 10 percent of all undergraduate degrees. This may include community colleges, further education colleges, (higher) technical colleges, technician or advanced/higher vocational training, and similar institutions.	ISCED 5
Baccalaureate	Includes tertiary institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees are awarded annually. (May include some institutions above the master's degree threshold.)	ISCED 6
Master's	Generally includes tertiary institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees annually.	ISCED 7
Doctoral/Research	Includes tertiary institutions that award at least 20 research/scholarship doctoral degrees or at least 30 professional practice doctoral degrees in at least 2 programs annually (e.g., doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, and so on).	ISCED 8
Other (non-higher ed.)	Includes secondary schools and other non-tertiary institutions. This may include college preparatory schools, primary professional and technical education designed for direct entry into the labor force, and adult education institutions primarily focused on social, recreational, or self-development goals.	ISCED 2-4 and other entities

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

PRE 4: Operational Characteristics

Required for submission

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

Reporting Fields

Required

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

Optional

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

Standards and Terms

Endowment

Consistent with the U.S. Department of Education, endowment funds are defined as “funds whose principal is nonexpendable (true endowment) and that are intended to be invested to provide earnings for institutional use. Also includes term endowments and funds functioning as endowment.”

Energy intensive space

Energy intensive space includes “laboratory space”, “healthcare space”, and “other energy intensive space”, which is reported separately and may include restaurants and food production facilities, convenience and grocery stores, and data centers.

Other facilities that the institution has determined to have an average energy use intensity (EUI) that is at least twice that of office/administrative space may also be counted as “other energy intensive space”,

however classrooms, offices, residence halls, auditoriums, gymnasiums, arenas/stadiums, clinics, storage facilities, and convention centers would NOT typically qualify.

Energy use intensity is a unit of measurement that represents the energy consumed by a building relative to its size, e.g., 1,000 MMBtu per square metre. For more information, see ENERGY STAR Portfolio Manager Technical Reference: U.S. Energy Use Intensity by Property Type.

Gross floor area of building space

Gross floor area of building space refers to the total amount of building space that is included within the institutional boundary. Any standard definition of building space may be used (e.g. ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Parking structures are included. For guidance on calculating gross square footage of a building, you may also consult 3.2.1 Gross Area of the U.S. Department of Education's Postsecondary Education Facilities Inventory and Classification Manual.

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

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

Healthcare space

The total amount of building space within the institutional boundary that may be categorized as "Health Care Facilities" (e.g., codes in the 800 series under the Space Use Codes in the U.S. Department of Education's Postsecondary Education Facilities Inventory and Classification Manual). To simplify reporting, an institutions with a hospital may report all floor area within the hospital as healthcare space.

IECC climate zone

Climate zones are consistent with the climate designations used by the International Energy Conservation Code (IECC) and the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). The zones correspond to these generalized climate categories:

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

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

Laboratory space

The total amount of building space within the institutional boundary that may be categorized as "research laboratories" (e.g., code 250 under the Space Use Codes in the US Department of Education's Postsecondary Education Facilities Inventory and Classification Manual). To simplify reporting, an institution may report all floor area within buildings that are predominantly comprised of research laboratories as laboratory space.

Locale

The locale or setting of institution's main campus may be classified as one of the following:

- Large City: A central city of a consolidated metropolitan statistical area (CMSA) or metropolitan statistical area (MSA), with the city having a population greater than or equal to 250,000.
- Mid-size City: A central city of a CMSA or MSA, with the city having a population less than 250,000.
- Urban Fringe of a Large City: Any territory within a CMSA or MSA of a Large City and defined as urban by a national census bureau or the equivalent.
- Urban Fringe of a Mid-size City: Any territory within a CMSA or MSA of a Mid-size City and defined as urban by a national census bureau or the equivalent.
- Large Town: An incorporated place or census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- Small Town: An incorporated place or census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.
- Rural: Any territory designated as rural by a national census bureau or the equivalent.

PRE 5: Academics and Demographics

Required for submission

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate *weighted campus user*, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

Reporting Fields

Required

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

Headcounts

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

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

Full-Time Equivalent (FTE)

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

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

On-Campus Residents

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

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

Optional

- Additional documentation to support the submission (upload)

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

Standards and Terms

Academic departments

An academic department is an administrative division of a college, university, or school faculty that is devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology) or a closely related set of disciplines (e.g., Asian Studies or Physics & Astronomy). Departments may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context. Fields of study, programs, subject areas or the equivalent may be considered to be "departments" in the absence of traditional administrative divisions.

Academic divisions

An academic division is an administrative division of a college, university, or school faculty that is devoted to a subset of students (e.g., Undergraduate School) or a particular academic degree program or discipline (e.g., School of Architecture). Divisions may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context.

Annualized

An annualized population figure is the average of all periods (e.g., quarters, semesters, months) during an academic or calendar year (e.g., adding fall, winter, spring and summer enrollment figures and dividing by 4).

Consistent with the U.S. IPEDS, an institution may calculate and report annual FTE student enrollment based on instructional activity (i.e., the credit and/or contact hours reported by the institution over a 12 month period) rather than annualized counts.

Likewise, an institution may calculate and report annual FTE employees based on level of service rather than annualized counts. For example, an institution may define one "annualized FTE" as 12 months of service at 100 percent time. When an appointment is less than 12 months service or less than 100 percent time, the annualized FTE would be reduced proportionately. See also "Full-time equivalent".

Distance education

Consistent with U.S. IPEDS, distance education is education that "uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously".

A distance education course is one in which "the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education."

A distance education program is one for which "all the required coursework for program completion is able to be completed via distance education courses". Distance education students are students who are enrolled in distance education programs, or else exclusively in distance education courses.

Employees

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

Full-time equivalent

Consistent with Eurostat, full-time equivalent (FTE) is defined as follows:

A full-time equivalent, sometimes abbreviated as FTE, is a unit to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week.

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

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

[FTE = (actual course load/normal course load) * (actual duration of study during reference period/normal duration of study during reference period).]

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

Headcount

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

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

Integrated Postsecondary Education Data System

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

Non-credit students

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

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

Resident on-site

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

Staffed hospital beds

Consistent with Practice Greenhealth, staffed hospital beds:

...are those in-service and patient-ready for more than half of the days in the reporting period.

Staffed beds does not include beds ordinarily occupied for less than 24 hours, such as those in the emergency department, clinic, labor (birthing) rooms, surgery and recovery rooms and outpatient holding beds.

Students enrolled for credit

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

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

Weighted campus user

Weighted campus user is a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus. This figure is used to normalize resource consumption and environmental impact figures in order to accommodate the varied impacts of different population groups. For example, an institution where a high percentage of students live on campus would witness higher greenhouse gas emissions, waste generation, and water consumption figures than otherwise comparable non-residential institution since students' residential impacts and consumption would be included in the institution's totals.

STARS calculates the figure according to the following formula. Please note that users will not have to calculate this figure themselves; the result will be calculated automatically when the data are entered into the online Reporting Tool.

$$\text{Weighted campus users} = (A + B + C) + 0.75 [(D - A) + (E - B) - F]$$

A = Number of students resident on-site

B = Number of employees resident on-site

C = Number of other individuals resident on-site

D = Total full-time equivalent student enrollment

E = Full-time equivalent of employees

F = Full-time equivalent of students enrolled exclusively in distance education

Academics (AC)

Curriculum

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

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

Connections to the United Nations Sustainable Development Goals (SDGs)



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



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



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

AC 1: Academic Courses

14 points available

Rationale

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

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

Applicability

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

Criteria

Part 1. Sustainability course offerings

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

Part 2. Sustainability course offerings by department

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

Required documentation

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

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

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

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

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

Scoring

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

Part 1

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

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

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

Part 2

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

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

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

Reporting Fields

Required

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

Optional

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

Measurement

Timeframe

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

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

Sampling and Data Standards

Part 1

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

To best reflect the number of opportunities students have to learn about sustainability, it is recommended that institutions count each time a course is offered as a separate course (e.g., a course with two sections taught in the fall term and two sections taught during spring term would count as four courses). To streamline the data gathering process, however, institutions may elect to count a course with multiple offerings as a single course as long as sustainability course offerings are counted in the same way as total course offerings. For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term may be counted as 3 courses or 1 course, as long as the institution's course counting methodology is consistent. An institution that elects not to count each time a course is offered as a separate course should verify that 50 percent or more of the sections or offerings of a course are sustainability-focused or sustainability-inclusive.

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

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

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

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

Courses must have been taught during the specified timeframe of one, two or three academic years to count (e.g., as opposed to being listed in a course catalog, but not taught).

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

Part 2

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

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

Standards and Terms

Academic departments

An academic department is an administrative division of a college, university, or school faculty that is devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology) or a closely related set of disciplines (e.g., Asian Studies or Physics & Astronomy). Departments may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context. Fields of study, programs, subject areas or the equivalent may be considered to be "departments" in the absence of traditional administrative divisions.

Graduate courses

Graduate courses are offered as part of the spectrum of education beyond the level of a baccalaureate, i.e. for students who hold bachelor's degrees or above and are taking courses at the graduate level.

Sustainability challenges

AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the [Earth Charter](#) and/or the targets embedded in the UN [Sustainable Development Goals](#) (SDGs).

Sustainability course offerings

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

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

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

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

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

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

Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course content. To count as sustainability-inclusive, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts throughout the course.

While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered “sustainability-inclusive” unless the concept of sustainability or sustainability challenges and issues are specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographic Information Systems) or engineering can be applied towards sustainability, such courses would not count unless the description or rationale provided in the inventory clearly indicates that sustainability is integrated into the course.

Undergraduate courses

Undergraduate courses are included in courses of study leading up to the level of a baccalaureate, i.e., 4 or 5-year bachelor's degree programs, associate's degree programs, or vocational or technical programs below the baccalaureate.

Scoring Example: Academic Courses

Part 1

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

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

Part 2

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

Factor		Number of departments with sustainability course offerings		Total number of departments		Points earned
$6\frac{2}{3}$	×	<u>10</u>	÷	<u>30</u>	=	2.22

Credit Example: Identifying Sustainability Course Offerings

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

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

<p>Environment and Public Health The course will examine the health impacts of environmental degradation and pollution, with a focus on the concept of environmental justice. Students will also investigate how the outputs of healthcare (for example, chemicals and waste) can impact patients, staff and local communities.</p> <p><i>The course title and description indicate a primary and explicit focus on the application of sustainability within a field and the interdependence of ecological and social systems (environmental justice and the relationship between the environment and human health).</i></p>	<p>Community Health This course designed to give students an in-depth understanding of the social determinants of health. The course will provide historical and theoretical perspectives on the problem, provide a critical examination of empirical support for various explanatory pathways, and prepare students to conduct health-related research with disadvantaged communities. Includes readings on the intersection of poverty, environmental issues, and health.</p> <p><i>The primary and explicit focus of the course is on a topic other than sustainability, but sustainability challenges, issues, and concepts are clearly incorporated into course content.</i></p>	<p>Foundations in Medicine I This course provides the grounding in the physician-patient relationship that is central to all of medical practice. It includes medical interviewing, medical ethics, community preceptorships, service learning, preventive medicine, human behavior and the healthcare system as well as other topics and issues important for contemporary medicine.</p> <p><i>Although the course provides knowledge that may be useful to sustainability practitioners (e.g., ethics and service learning), the description does not indicate that sustainability challenges, issues, and concepts are integrated into the course.</i></p> <p><i>If a rationale was provided that indicated the presence of a sustainability-focused unit, module, or activity, the course could be counted as sustainability-inclusive.</i></p>
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AC 2: Learning Outcomes

8 points available

Rationale

This credit recognizes institutions that have adopted sustainability learning outcomes. Learning outcomes help students develop specific sustainability knowledge and skills and provide institutions and accrediting bodies with standards against which to assess student learning.

Applicability

This credit applies to all institutions that have degree programs.

Criteria

Part 1. Institutional sustainability learning outcomes

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

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

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs (i.e., majors, minors, concentrations, certificates, and other academic designations) that require an understanding of the concept of sustainability, i.e., programs that:

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

This credit includes graduate as well as undergraduate programs. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

Scoring

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

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

Each part is scored as follows:

Part 1

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

Part 2

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

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

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

Reporting Fields

Required

Part 1

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

If yes:

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

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

Part 2

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

Optional

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

Measurement

Timeframe

Part 1

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

Part 2

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

Sampling and Data Standards

Not applicable

Standards and Terms

Predominant student body

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

Student learning outcomes

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

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

Thus, sustainability learning outcomes are statements that outline the specific sustainability knowledge and skills that a student is expected to have gained and demonstrated by the successful completion of a unit, course, or program.

Sustainability-focused learning outcomes

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

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

Sustainability-supportive learning outcomes

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

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

AC 3: Undergraduate Program

3 points available

Rationale

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

Applicability

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

Criteria

Institution offers at least one:

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

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

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

Scoring

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

Reporting Fields

Required

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

If yes, provide:

- Name of the sustainability-focused undergraduate degree program
- A brief description of the undergraduate degree program
- Website URL for the undergraduate degree program
- Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?
 - If yes, provide:
 - Name of the sustainability-focused undergraduate minor or concentration
 - A brief description of the undergraduate minor or concentration
 - Website URL for the undergraduate minor or concentration

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Major, degree, or certificate program

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

Minor or concentration

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

Sustainability-focused program

Sustainability-focused programs are interdisciplinary academic programs that have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. The courses required for the successful completion of the program educate students about how different dimensions of sustainability relate to and support each other in theory and practice. The sustainability focus of such a program should be explicit in the program title or description.

Undergraduate students

Undergraduate students are students enrolled in courses of study leading up to the level of a baccalaureate, i.e., 4- or 5-year bachelor's degree programs, associate's degree programs, or vocational or technical programs below the baccalaureate.

AC 4: Graduate Program

3 points available

Rationale

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

Applicability

This credit applies to all institutions that offer at least 25 distinct graduate programs. Institutions that offer fewer than 25 distinct graduate programs have a choice of either pursuing this credit or marking it as Not Applicable.

Criteria

Institution offers at least one:

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

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

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

Scoring

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

Reporting Fields

Required

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

If yes, provide:

- Name of the sustainability-focused graduate-level degree program
 - A brief description of the graduate-level degree program
 - Website URL for the graduate-level degree program
- Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?

If yes, provide:

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Graduate students

Graduate students are students enrolled in the spectrum of education beyond the level of a baccalaureate, i.e., students who hold bachelor's degrees or above and are taking courses at the post-baccalaureate level.

Sustainability-focused program

Sustainability-focused programs are interdisciplinary academic programs that have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. The courses required for the successful completion of the program educate students about how different dimensions of sustainability relate to and support each other in theory and practice. The sustainability focus of such a program should be explicit in the program title or description.

AC 5: Immersive Experience

2 points available

Rationale

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

Applicability

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

Criteria

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

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

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

Scoring

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

Reporting Fields

Required

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

If yes, provide:

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

Optional

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

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Immersive educational programs

Consistent with Ball State University, immersive educational programs are learning experiences that are: ...designed to bridge content knowledge, skill of application, societal need, and life-long learning. The citizen of the 21st century needs qualities and competencies not easily developed in a traditional teacher-centered classroom: the ability to work in multidisciplinary teams; an appreciation for an array of cultures; an understanding of diverse and changing societies.

Immersive learning experiences require students to manifest their learning in a tangible outcome that lives on and has utility beyond the duration of the experience itself. Through such transformative experiences students should better understand societal issues in global, local, economic, or environmental contexts.

Immersive learning experiences may exhibit most or all of the following characteristics:

- Engage participants in an active learning process that is student-driven, but guided by a faculty mentor.
- Produce a tangible outcome or product, such as a business plan, policy recommendation, publication, or work of art.
- Involve a team of students, often working on a project that is interdisciplinary in nature.
- Include a community partner(s) and create an impact on the larger community as well as on the student participants.
- Focus on student learning outcomes.
- Help students define a career path or make connections to a profession or industry.

Credit Example: Immersive Experience

Example 1: Eco-village semester

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

Example 2: Local service semester

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

AC 6: Sustainability Literacy Assessment

4 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

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

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

Scoring

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

Attributes of the sustainability literacy assessment (points awarded)	Points earned
An assessment of sustainability literacy is: <ul style="list-style-type: none">Administered to the entire student body or, at minimum, to the institution's predominant student body (e.g., all undergraduate students), directly or by representative sample. (2 points) OR <ul style="list-style-type: none">Administered to a subset of students (e.g., students enrolled in a sustainability program) or a sample of students that may not be representative of the	_____

institution's predominant student body (e.g., graduate and not undergraduate students). (1 point)	
<ul style="list-style-type: none"> Administered as a pre- and post-assessment to the same cohort of students or to representative samples in both the pre-test and post-test. 	× 2
Total points earned →	Up to 4

Reporting Fields

Required

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

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

In conducting an assessment with a representative sample (e.g., of an entire class or cohort of students), care should be taken so that participation in the assessment is not skewed toward individuals with an interest in sustainability, e.g., by employing appropriate sampling techniques or making the assessment mandatory. Recruiting students during a sustainability event or limiting the assessment to students enrolled in a sustainability course or program, for example, would not result in a representative sample.

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

Standards and Terms

Pre- and post-assessment

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

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

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

Predominant student body

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

Representative sample

A representative sample is a subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are

enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution's total purchases, accounting for seasonal and other variations in product availability and purchasing.

Sustainability literacy

Consistent with [Sulitest.org](https://www.sulitest.org), sustainability literacy is defined as “knowledge about our shared sustainability challenges as well as ways to create solutions to these challenges”.

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

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

AC 7: Incentives for Developing Courses

2 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

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

Scoring

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

Reporting Fields

Required

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

If yes, provide:

- A brief description of the incentive program(s) (Include positive outcomes during the previous three years, e.g., descriptions of new courses or course content resulting from the program.)
- A brief description of the incentives that academic staff who participate in the program(s) receive

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Not applicable.

AC 8: Campus as a Living Laboratory

4 points available

Rationale

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

Applicability

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

Criteria

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

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

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

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

Scoring

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

Reporting Fields

Required

- Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to the following?
 - Campus Engagement
 - Public Engagement
 - Air & Climate
 - Buildings
 - Energy
 - Food & Dining
 - Grounds
 - Purchasing
 - Transportation
 - Waste
 - Water
 - Coordination & Planning
 - Diversity & Affordability
 - Investment & Finance
 - Wellbeing & Work

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

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Living laboratory

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

Credit Example: Campus as a Living Laboratory

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

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

Research

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

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

Connections to the United Nations Sustainable Development Goals (SDGs)



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



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



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

AC 9: Research and Scholarship

12 points available

Rationale

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

Applicability

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

Criteria

Part 1. Sustainability research

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

Part 2. Sustainability research by department

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

Required documentation

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

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

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

Scoring

Each part is scored independently.

Part 1

An institution earns the maximum of 6 points available for Part 1 of this credit when 15 percent or more of its employees that conduct research are engaged in sustainability research. Incremental points are awarded based on the percentage of researchers that are engaged in sustainability research. For example, if 7.5 percent of employees that conduct research are engaged in sustainability research, an institution would earn 3 points (half of the points available for Part 1).

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

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

Part 2

An institution earns the maximum of 6 points available for Part 2 of this credit when 75 percent or more of departments that conduct research are engaged in sustainability research. Incremental points are available based on the percentage of departments that conduct sustainability research. For example, if 25 percent of departments that conduct research are engaged in sustainability research, an institution would earn 2 points (one-third of the points available for Part 2).

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

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

Reporting Fields

Required

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

Optional

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

Measurement

Timeframe

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

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

Sampling and Data Standards

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all academic staff members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department.

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

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

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

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

Standards and Terms

Academic departments

An academic department is an administrative division of a college, university, or school faculty that is devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology) or a closely related set of disciplines (e.g., Asian Studies or Physics & Astronomy). Departments may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context.

Fields of study, programs, subject areas or the equivalent may be considered to be “departments” in the absence of traditional administrative divisions.

Academic staff (i.e. faculty members)

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

Employees

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

Non-academic staff

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

Sustainability challenges

AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the [Earth Charter](#) and/or the targets embedded in the UN [Sustainable Development Goals](#) (SDGs).

Sustainability research

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

AC 10: Support for Sustainability Research

4 points available

Rationale

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

Applicability

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

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
- An ongoing program to encourage *academic staff* from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

Scoring

An institution earns the maximum of 4 points available for this credit by providing all of the incentives and supports listed in the criteria above. Partial points are available based on the number of incentives and/or

supports provided. For example, an institution that provides 2 of the 4 incentives or supports listed would earn 2 points (half of the points available for this credit).

Reporting Fields

Required

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

If yes, provide:

- A brief description of the student sustainability research program (Include the incentives provided and any positive outcomes during the previous three years.)

- Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?

If yes, provide:

- A brief description of the faculty sustainability research program (Include the incentives provided and any positive outcomes during the previous three years.)

- Does the the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research?

If yes, provide:

- A copy of the promotion or tenure guidelines or policies (text or upload)

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

If yes, provide:

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Academic staff (i.e. faculty members)

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

Sustainability challenges

AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the [Earth Charter](#) and/or the targets embedded in the UN [Sustainable Development Goals](#) (SDGs).

Sustainability research

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

AC 11: Open Access to Research

2 points available

Rationale

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

Applicability

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

Criteria

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

- A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.
- B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. “author’s accepted manuscript”) versions of scholarly works in an open access repository.

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

- C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.
- D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

Scoring

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

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

Reporting Fields

Required

- Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?
If yes, provide:
 - Website URL where the open access repository is available
 - A brief description of the open access repository
- Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository? (Policies that are strictly opt-in do not qualify.)
If yes:
 - The institution's open access policy (text or upload)
 - Does the policy cover the entire institution?
- Does the institution provide an open access article processing charge (APC) fund for employees? (The APC fund includes specified criteria and an application process.)
If yes:
 - A brief description of the open access APC fund
- Does the institution provide open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?
If yes, provide:
 - A brief description of the open access journal hosting services

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Open access

Consistent with the Budapest Open Access Initiative, open access is defined as follows:

By "open access" to [peer-reviewed research literature], we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.

An index of existing open access repositories is available at opendoar.org.

Engagement (EN)

Campus Engagement

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

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

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

Connections to the United Nations Sustainable Development Goals (SDGs)



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



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



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



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

EN 1: Student Educators Program

4 points available

Rationale

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

Applicability

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

Criteria

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

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

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

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

To earn points for this credit, an institution must coordinate an ongoing, *peer-to-peer* sustainability outreach and education program for students by:

- Selecting or appointing students to serve as peer educators and formally designating the students as educators (paid and/or volunteer);
- Providing formal training to the student educators in how to conduct peer outreach; and
- Supporting the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

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

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

Scoring

Part 1

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

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

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

Part 2

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

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

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

Reporting Fields

Required

- Number of *students enrolled for credit* (headcount)
 - Total number of students served by a peer-to-peer sustainability outreach and education program
- If greater than zero, provide:

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

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

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

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

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

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Part 1

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

Part 2

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

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

Standards and Terms

Peer-to-peer education

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

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

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

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

Students enrolled for credit

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

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

Scoring Example: Student Educators Program

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

- 1) Example University's Eco-Reps Program trains volunteer representatives in residence halls. All residence halls at Example University participate in the Eco-Reps Program and house at least one Eco-Rep. This program includes 20 student educators and serves 2,000 students (the residential population). Educators are expected to work four hours per week over an 36-week period.
- 2) Example University's School of Law has a team of 5 Student Sustainability Ambassadors who are paid a stipend and tasked with conducting sustainability outreach and training to fellow law students. All 500 students at the law school are served by this program. Educators are expected to work four hours per week over an 36-week period.

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

Part 1

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

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

Part 2

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

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

EN 2: Student Orientation

2 points available

Rationale

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

Applicability

This credit applies to all institutions that hold student orientation.

Criteria

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

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

Scoring

An institution earns the maximum of 2 points available for this credit when sustainability is included prominently in orientation activities and programming made available to all entering students. Incremental points are available based on the percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability. For example, an institution that offers activities and programming that meet the criteria to 50 percent of its entering students would earn 1 point (half of the points available for this credit).

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

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

Reporting Fields

Required

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

If yes to any of the above, provide:

- Percentage of all entering students (including transfer and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100)
- A brief description of how sustainability is included prominently in new student orientation (Include how multiple dimensions of sustainability are addressed.)

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

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

Standards and Terms

Not applicable.

Credit Example: Student Orientation

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

Example 1: Several strategies

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

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

Example 2: A major sustainability event

All new students at Example University participated in faculty-led, small-group discussions about sustainability.

EN 3: Student Life

2 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

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

- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

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

Scoring

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

Reporting Fields

Required

- Does the institution have one or more co-curricular sustainability programs or initiatives in the following categories?
 - Active student groups focused on sustainability
 - Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
 - Student-run enterprises that include sustainability as part of their mission statements or stated purposes
 - Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
 - Conferences, speaker series, symposia or similar events focused on sustainability that have students as the intended audience
 - Cultural arts events, installations or performances focused on sustainability that have students as the intended audience
 - Wilderness or outdoors programs that follow Leave No Trace principles
 - Sustainability-focused themes chosen for themed semesters, years, or first-year experiences
 - Programs through which students can learn sustainable life skills
 - Sustainability-focused student employment opportunities offered by the institution
 - Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

For each category in which the institution has a program or initiative, provide:

- Name and a brief description of the program or initiative (Include website URL where more information may be found.)

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Leave No Trace principles

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

- Plan ahead and prepare
- Travel and camp on durable surfaces
- Dispose of waste properly
- Leave what you find
- Minimize campfire impacts
- Respect wildlife
- Be considerate of other visitors

EN 4: Outreach Materials and Publications

2 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

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

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

Scoring

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

Reporting Fields

Required

- Does institution produce the following publications and outreach materials?
 - A central sustainability website that consolidates information about the institution's sustainability efforts

- A sustainability newsletter or social media platform that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

For each publication or material, provide:

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Not applicable.

EN 5: Outreach Campaign

4 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

Part 1. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

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

Scoring

Each part is scored independently.

Part 1

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

Part 2

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

Reporting Fields

Required

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

If yes to either of the above, provide (for up to two campaigns):

- Name of the campaign
- A brief description of the campaign (Include how students and/or employees were engaged and website URL where information about the campaign is available.)
- A brief description of the measured positive impact(s) of the campaign

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

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

Standards and Terms

Not applicable.

Credit Example: Outreach Campaign

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

Example 1: An on-campus competition

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

Example 2: A campus-wide challenge

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

Example 3: An outreach campaign

Example College conducted an outreach campaign to decrease the consumption of bottled water on campus. Before the campaign, the bookstore sold about 5,000 bottles of water per week. After the campaign, bottled water sales dropped to 3,000 bottles per week. (There were no other major factors that would have influenced bottled water sales during either month). Since bottled water sales decreased after the outreach campaign, the institution can demonstrate that the campaign led to a measurable, positive impact on its sustainability performance.

EN 6: Assessing Sustainability Culture

1 point available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

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

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

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

Scoring

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

Attributes of the sustainability culture assessment (points awarded)	Points earned
An assessment of sustainability culture is: <ul style="list-style-type: none"><li data-bbox="253 1759 1084 1822">• Administered to the entire campus community directly or by representative sample (0.5 points) OR	_____

<ul style="list-style-type: none"> Administered to a subset of the campus community or a sample that may not be representative of the entire community. (0.25 points) 	
<ul style="list-style-type: none"> Administered longitudinally to measure change over time (i.e., with one or more follow-up assessments administered to the same cohort or representative samples of the same population). 	× 2
Total points earned →	Up to 1

Reporting Fields

Required

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

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

In conducting an assessment with a representative sample (e.g., an entire class or cohort of students), care should be taken so that participation in the assessment is not skewed toward individuals with an interest in sustainability, e.g., by employing appropriate sampling techniques or making the assessment mandatory. Recruiting students during a sustainability event or limiting the assessment to students enrolled in a sustainability course or program, for example, would not result in a representative sample.

An institution may report on a single assessment or on multiple assessments that target different groups (e.g., students enrolled in specific programs, or separate assessments for staff and students).

Standards and Terms

Representative sample

A representative sample is a subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution's total purchases, accounting for seasonal and other variations in product availability and purchasing.

EN 7: Employee Educators Program

3 points available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

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

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

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

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

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

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

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

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

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

Scoring

Part 1

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

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

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

Part 2

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

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

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

Reporting Fields

Required

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

If greater than zero, provide:

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

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

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

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

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

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Part 1

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

Part 2

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

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

Standards and Terms

Employees

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

Peer-to-peer education

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

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

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

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

Scoring Example: Employee Educators Program

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

- 1) Example College's Green Teams train educators to represent their departments. All academic departments at Example College participate in the Green Teams and have at least one representative who serves on the institution-wide Green Team. This program includes 12 peer educators and serves 200 employees (i.e., those employees affiliated with an academic department). Educators are expected to contribute at least 30 minutes per week on Green Team activities.
- 2) Example College's maintenance department has two designated Sustainability Ambassadors who are tasked with conducting sustainability outreach and training to fellow maintenance workers. All 50 employees on the maintenance crew are served by this program. Educators contribute an average of 1 hour per week as Sustainability Ambassadors.

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

Part 1

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

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

Part 2

Total number of hours worked annually by trained employee sustainability educators = $(6 \times .5 \times 50 \text{ weeks}) + (2 \times 1 \times 50 \text{ weeks}) = 260$

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

EN 8: Employee Orientation

1 point available

Rationale

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

Applicability

This credit applies to all institutions.

Criteria

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

Scoring

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

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

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

Reporting Fields

Required

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

If greater than zero, provide:

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Employees

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

EN 9: Staff Professional Development and Training

2 points available

Rationale

This credit recognizes institutions that ensure that staff members have the opportunity to participate in professional development and training opportunities in sustainability. By offering and supporting professional development and training opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behavior for students and the rest of the campus community.

Applicability

This credit applies to all institutions.

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

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

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

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

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

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

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

Scoring

Each part is scored independently.

Part 1

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

Part 2

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

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

Reporting Fields

Required

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

If yes, provide:

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

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

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

Optional

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

Measurement

Timeframe

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

Sampling and Data Standards

Not applicable.

Standards and Terms

Non-academic staff

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

Professional development and training

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