

# STARS Technical Manual

---

Version 3.0

May 2024



## Copyright

Copyright © 2024 by the Association for the Advancement of Sustainability in Higher Education (AASHE). All rights reserved.

## Disclaimer

Although the information provided herein is believed to be accurate and reliable, none of the parties involved in development of the Technical Manual, including AASHE, its members, and its partners, assume any liability or responsibility for the accuracy, completeness, or usefulness of any information contained in the Technical Manual or for any injuries, losses, costs, or damages arising from use of the manual. As a condition of use, the user covenants not to sue and agrees to waive and release AASHE and all persons and entities in interest with AASHE of and from any and all claims, demands, and causes of action for any injuries, losses, or damages.

## Trademark

STARS® is a registered trademark of the Association for the Advancement of Sustainability in Higher Education.



AASHE empowers higher education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation. We work with and for higher education to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges. Visit [aashe.org](https://aashe.org) to learn more.

## Contact

Please direct questions about the content of this document to [stars@ashe.org](mailto:stars@ashe.org).

Mailing address:  
AASHE  
1 Washington Mall #1295  
Boston, MA 02108 USA

# Wait ! Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using a PDF reader. The following special features have been embedded:

## Moving around in the document

You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks in Adobe Acrobat Reader, click on the “Bookmarks” tab on the left side of the window; it’s the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner. Other PDF readers may use different terminology, e.g., “Table of Contents” in Apple’s Preview.

## Searching

The search tool included in PDF readers will allow you to see the results of your search in a menu format, similar to internet search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, ⌘+F, or choose “Search” from the “Edit” menu.

## Sharing

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

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 strengthens our communities, and to model the behaviors that contribute to a just and more civil society. More 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 higher education institutions a comprehensive tool, the Sustainability Tracking, Assessment & Rating System (STARS). Developed with the help of many students, staff, faculty members, and administrators drawn from a wide range of institutions, STARS enables colleges and universities to gauge their progress toward sustainability. This voluntary, self-assessment tool provides a clear and thorough system by which higher education institutions can benchmark where they are today and set goals for the future.

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

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

Toward sustainability,

Meghan Fay Zahniser  
Executive Director  
AASHE

Mike Harrington  
2024 Chair, STARS Steering  
Committee  
Tishman Environment and Design  
Center, The New School

Tamara Wallace  
2023 Chair, STARS Steering  
Committee  
California State University,  
Office of the Chancellor

# Acknowledgements

Volunteer stakeholders from throughout higher education have helped shape and refine this initiative. AASHE extends a heartfelt thanks to the STARS Steering Committee, the AASHE Advisory Council, reviewers who commented on draft documents, participants in public comment periods, conference session attendees who asked thoughtful and challenging questions, conference call participants who offered ideas and feedback, and countless other individuals and organizations that provided resources, suggestions, encouragement, and ideas. The STARS project would not be possible without your remarkable contributions.

## STARS Steering Committee

- Mike Harrington, Director, Sustainability Engagement, Tishman Environment and Design Center, The New School (2024 Chair)
- Tonie Miyamoto, Director of Communications and Sustainability, Colorado State University (2024 Vice Chair)
- Julian Dautremont, Director of Programs, AASHE
- Alex Davis, Assistant Director, University Sustainability Practices, Arizona State University
- Stephen Ellis, Director of Data Analytics, BU Sustainability, Boston University
- Jessica Krejcik, Sustainability Analyst, Office of Sustainability, Concordia University
- Benjamin Newton, Environmental Sustainability Director, Central Community College
- Kelli O'Day, Assessment Program Manager, University of California, Davis
- Chris Pelton, STARS Program Manager, AASHE
- Dr. Carmen Primo Perez, Division of the Chief Operating Officer, University of Tasmania
- Tamara Wallace, Systemwide Assistant Director of Energy, Sustainability and Transportation, California State University Office of the Chancellor
- Rebecca Watts Hull, Service Learning and Partnerships Specialist, Center for Serve-Learn-Sustain, Georgia Institute of Technology

Previous Steering Committee members who contributed to this version of STARS include Amy Butler (Michigan State University), Kehan DeSousa (Georgetown University), Carol Dollard (Colorado State University), Aaron Durnbaugh (Loyola University Chicago), Elaine Durr (Elon University), Áine Keogh (University of Calgary), Camille Kirk (University of California, Davis), Maria Kirrane (University College Cork), Carlie Laughlin (University of Miami), Teddy Lhoutellier (University of Miami), and Anna Pautler (Sheridan College).

## 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](https://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 colleges and universities to 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.

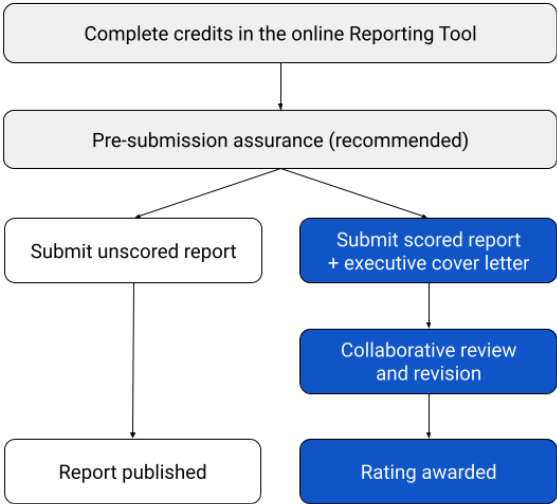
## Participation

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 paid 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 a designation as a STARS Reporter without a paid 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



A subscription is required to submit a scored report for a rating.

## Scoring & Recognition

An institution's overall 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 10 Innovation & Leadership (IL) points for exemplary and path-breaking initiatives. These bonus points are added to the total number of points earned. Public recognition is earned on the following basis:

| Recognition level   |                      | Minimum overall score   |
|---|----------------------|-------------------------|
|    | Platinum rating      | 85                      |
|    | Gold rating          | 65                      |
|   | Silver rating        | 45                      |
|  | Bronze rating        | 25                      |
|  | Reporter designation | No scores are published |

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 and Impact Area                               | No.   | Credit title                         | Points available |
|--|-------|--------------------------------------|------------------|
| Report Preface (PRE)                                   |       |                                      |                  |
| Report Preface   | PRE 1 | Executive Letter*                    | -                |
|  | PRE 2 | Points of Distinction                | -                |
|  | PRE 3 | Institutional Characteristics        | -                |
|  | PRE 4 | Reporting Methodologies              | -                |
| Academics (AC)   |       |                                      |                  |
| Curriculum<br><i>Max. 45 points available</i>          | AC 1  | Sustainability Course Offerings*     | 14               |
|  | AC 2  | Undergraduate Programs*              | 15 or 11**       |
|  | AC 3  | Graduate Programs*                   | 8                |
|  | AC 4  | Applied Learning                     | 4                |
|  | AC 5  | Sustainability Literacy Assessment   | 4                |
| Research<br><i>Max. 23 points available</i>            | AC 6  | Sustainability Research*             | 10               |
|  | AC 7  | Center for Sustainability Research*  | 6                |
|  | AC 8  | Responsible Research and Innovation* | 7                |
| Engagement (EN)  |       |                                      |                  |
| Campus Engagement<br><i>Max. 25 points available</i>   | EN 1  | Outreach and Communications          | 5                |
|  | EN 2  | Co-Curricular Activities             | 9                |
|  | EN 3  | Staff Engagement and Training        | 8                |
|  | EN 4  | Sustainability Culture Assessment    | 3                |
| Public Engagement<br><i>Max. 25 points available</i>   | EN 5  | Civic Engagement                     | 8                |
|  | EN 6  | Community Partnerships               | 9                |
|  | EN 7  | Continuing Education                 | 3                |
|  | EN 8  | Shared Facilities                    | 2                |
|  | EN 14 | Inter-Campus Collaboration           | 3                |
| Operations (OP)  |       |                                      |                  |
| Buildings & Grounds<br><i>Max. 20 points available</i> | OP 1  | Building Design and Construction*    | 3                |
|  | OP 2  | Building Operations and Maintenance  | 5                |
|  | OP 3  | Water Use                            | 7 or 6**         |
|  | OP 4  | Ecologically Managed Grounds*        | 5                |

|  |                  |   |          |
|--|------------------|---|----------|
| Energy & Climate<br><i>Max. 26 points available</i>              | OP 5             | Energy Use  | 10       |
|  | OP 6             | Greenhouse Gas Emissions  | 16       |
| Food & Dining<br><i>Max. 10 points available</i>                 | OP 7             | Dining Service Procurement*   | 8        |
|  | OP 8             | Food Recovery*  | 2        |
| Procurement & Waste<br><i>Max. 20 points available</i>           | OP 9             | Sustainable Procurement System  | 7        |
|  | OP 10            | Purchased Goods   | 4        |
|  | OP 11            | Materials Management  | 4        |
|  | OP 12            | Waste Generation and Recovery   | 5 or 4** |
| Transportation<br><i>Max. 10 points available</i>                | OP 13            | Vehicle Fleet*  | 2        |
|  | OP 14            | Commute Modal Split   | 6        |
|  | OP 15            | Air Travel*   | 2        |
| Planning & Administration (PA)                                   |                  |   |          |
| Coordination & Planning<br><i>Max. 11 points available</i>       | PA 1             | Sustainability Coordination   | 1        |
|  | PA 2             | Commitments and Planning  | 6        |
|  | PA 3             | Institutional Governance  | 4        |
| Investment<br><i>Max. 10 points available</i>                    | PA 4             | Sustainable Investment Program*   | 4        |
|  | PA 5             | Investment Holdings*  | 6 or 3** |
| Social Equity<br><i>Max. 14 points available</i>                 | PA 6             | Institutional Climate   | 3        |
|  | PA 7             | Racial and Ethnic Diversity*  | 3        |
|  | PA 8             | Gender Parity   | 2        |
|  | PA 9             | Affordability and Access  | 3        |
|  | PA 10            | Student Success   | 3        |
| Wellbeing & Work<br><i>Max. 11 points available</i>              | PA 11            | Health, Safety and Wellbeing  | 3        |
|  | PA 12            | Employee Rights   | 3        |
|  | PA 13            | Pay Equity and Living Wage  | 5 or 4** |
| Innovation & Leadership (IL)                                     |                  |   |          |
| Innovation & Leadership<br><i>Max. 10 bonus points available</i> | IL 1 to<br>IL 69 | Catalog of optional credits published separately and available on the <a href="#">STARS website</a> | 1 each   |

\* Not applicable to every institution. Navigate to the *Applicability* section of the credit for details.

\*\* The total number of points available varies based on an institution’s context. Navigate to the *Points available* section of the credit for details.

# Connections to the 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. Information is provided in the [STARS Help Center](#) to assist institutions with identifying more specific contributions.

Due to higher education's critical role as a driver of teaching, learning, and collaboration for sustainability, STARS credits and indicators related to education, 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:

- Course offerings that provide students with the knowledge and skills to help address sustainability challenges (see AC 1: Sustainability Course Offerings and EN 7: Continuing Education).
- Research activities and scholarly work that address sustainability challenges (see AC 6: Sustainability Research).
- Sustainability-focused partnerships and collaborations (see EN 5: Civic Engagement, EN 6: Community Partnerships, and EN 14: Inter-Campus Collaboration).

An institution may also claim bonus points in Innovation & Leadership for mapping its educational offerings, scholarly output, and/or community partnerships to specific SDG targets.

# Report Preface (PRE)

---

# Report Preface

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

## Table of Credits

|                                      |                                    |
|--------------------------------------|------------------------------------|
| PRE 1: Executive Letter              | Required to submit a scored report |
| PRE 2: Points of Distinction         | Optional                           |
| PRE 3: Institutional Characteristics | Required                           |
| PRE 4: Reporting Methodologies       | Required                           |

# PRE 1: Executive Letter

## Rationale

This credit 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 an indicator of administrative support for sustainability and the STARS process.

## Applicability

Applicable to institutions that are submitting a scored report for a rating.

## Points available

None

## Criteria

### Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

### Documentation

Report the following information in the online Reporting Tool.

- Executive cover letter (required). Upload in PDF format.

# PRE 2: Points of Distinction

## Rationale

This credit 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.

## Applicability

Optional

## Points available

None

## Criteria

### Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

### Documentation

Report the following information in the online Reporting Tool.

- Name of the institution's featured sustainability program, initiative, or accomplishment (required)
- Narrative and/or website URL providing an overview of the institution's featured program initiative, or accomplishment (required)
- A photograph or document associated with the featured program, initiative, or accomplishment (optional). Upload.
- Name of a second featured sustainability program, initiative, or accomplishment (optional)
- Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment (optional)
- A photograph or document associated with the second featured program, initiative, or accomplishment (optional). Upload.
- Name of a third featured sustainability program, initiative, or accomplishment (optional)
- Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment (optional)

- A photograph or document associated with the third featured program, initiative, or accomplishment (optional). Upload.



# PRE 3: Institutional Characteristics

## Rationale

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

## Applicability

Applicable to all institutions and required to submit a report.

## Points available

None

## Criteria

### Measurement

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

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the [STARS Help Center](#).

### Documentation

Report the following information in the online Reporting Tool, with floor area provided in square meters and percentage figures provided within a range from 0 to 100.

- **Institution type** (required)
  - Associate/Short-cycle
  - Baccalaureate
  - Doctoral/Research

- Master's
  - Other
- Institutional control (required)
  - Public
  - Private for-profit
  - Private nonprofit
- Narrative outlining the **institutional boundary** used to complete this report (required). Provide information about any prominent features included/excluded and any data limitations that may influence the institution's sustainability performance, as documented in this report. If multiple campuses are included in the boundary, describe included/excluded features for each campus individually.
- Which of the following features are included within the institutional boundary? (required)
  - Agricultural experiment station larger than 2 hectares
  - Agricultural school
  - Farm larger than 2 hectares
  - Hospital
  - Medical school
  - Museum
  - Satellite campus(es)
  - Veterinary school
- **Locale** (required). An institution with multiple settings should report the locale type that best represents its overall context, e.g., in regard to transportation infrastructure.
  - Large city
  - Urban fringe of large city
  - Mid-size city
  - Urban fringe of mid-size city
  - Large town
  - Small town
  - Rural
- **Climate zone** (required). An institution with multiple settings should report the zone that best represents its overall context, e.g., in respect to heating and cooling needs.
  - 1 - Very Hot
  - 2 - Hot
  - 3 - Warm
  - 4 - Mixed
  - 5 - Cool
  - 6 - Cold
  - 7 - Very Cold
  - 8 - Subarctic
- **Gross floor area of building space** (required). Square meters. Unoccupied buildings and parking structures excluded. To convert square feet to square meters, multiply by 0.09290304.

- Full-time equivalent of **employees** (required). Include all employees, e.g., academic and non-academic staff.
- **Full-time equivalent** student enrollment (required). Include all students, e.g., undergraduate and graduate.
- Percentage of students that live in campus housing (required). Report the estimated percentage of students who live in institution-owned, operated, and/or affiliated housing located within the institutional boundary.
- Percentage of students enrolled exclusively in **distance education** (required)

## Glossary

**Climate zone** – A climate designation used by the International Energy Conservation Code (IECC) or the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). For further guidance, see [ANSI/ASHRAE/IESNA Standard 90.1-2007](#) (international) or [IECC/ASHRAE Climate Zones](#) (US).

**Distance education** – 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** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff, and regular/permanent and short-term/casual employees.

**Full-time equivalent (FTE)** – A unit used to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week. An institution should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional, or international standards. IPEDS, for example, calculates the number of FTE staff by summing the total number of full-time staff and adding one-third of the total number of part-time staff. [Adapted from the definition used by Eurostat.]

**Gross floor area of building space** – 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. Unless otherwise specified, unoccupied buildings and parking structures are excluded. 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; an institution 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.

**Institutional boundary** – The extent of the buildings, schools, features, and locations that are accounted for in an institution’s STARS report.

**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 should report the institution type that is most appropriate given its context and with consideration for the criteria outlined below. For example, a US 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.

Associate/Short-cycle (ISCED 5). 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.

Baccalaureate (ISCED 6). 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.

Master's (ISCED 7). Generally includes tertiary institutions that award at least 50 Master's degrees and fewer than 20 doctoral degrees annually.

Doctoral/Research (ISCED 8). Includes tertiary institutions that award at least 20 research/scholarship doctoral degrees or at least 30 professional practice doctoral degrees in at least two 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).

Other (ISCED 2-4 and other entities). 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.

**Locale** – The setting of an institution’s main campus. An institution with multiple settings should report the most representative of the locale types.

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 4: Reporting Methodologies

## Rationale

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution's experience and organize their own processes accordingly.

## Applicability

Applicable to all institutions and required to submit a report.

## Points available

None

## Criteria

### Measurement

Report on methodologies used in the preparation of the institution's current STARS report.

### Documentation

Report the following information in the online Reporting Tool.

- Narrative outlining the data collection process used in the preparation of this report (required). For example, how data providers were identified and how credit criteria were communicated to them.
- List of personnel who led the reporting process (optional). For example, the names and positions of the individuals who should be listed as "authors" of the report were it to be formally cited as a publication.
- List of additional personnel who contributed to the reporting process (optional). For example, the names and positions of the individuals who provided, gathered, and/or entered the data into the Reporting Tool.
- Were students involved in the data collection process? (required). For example, as part of an academic course or project or as paid interns.

*If Yes, the following field is also required:*

- Narrative outlining how students were involved in the data collection process

- Description of the internal data quality controls used in the preparation of this report (required). Include, for example, information about how the data were checked for errors and adherence to credit criteria and any relevant training for the personnel involved.
- Were any independent audits or **external assurance** processes used in the preparation of this report? (required). For example, independent verification of emissions figures, peer review processes, and/or the engagement of a third party assurance provider.

*If Yes, the following field is also required:*

- Narrative outlining the independent audits or external assurance processes used in the preparation of this report

## Glossary

**External assurance** – Independent affirmation provided by personnel not affiliated with the institution, for example, a peer reviewer or contracted assurance provider.

# Academics (AC)

---



# Curriculum

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences 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 with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

## Table of Credits

| Credits and Indicators   | Points available |
|--|------------------|
| <p><b>AC 1: Sustainability Course Offerings</b><br/>           Applicable to institutions that offer courses or equivalent units of instruction for academic credit.</p>   | <b>14</b>        |
| 1.1 Percentage of academic departments with sustainability course offerings  | 8                |
| 1.2 Published sustainability course listings   | 3                |
| 1.3 Support for academic staff to integrate sustainability into the curriculum   | 3                |
| <p><b>AC 2: Undergraduate Programs</b><br/>           Applicable to institutions that offer qualifications at the post-secondary, short-cycle tertiary (e.g., Associate), Bachelor’s, or equivalent level (ISCED levels 4-6). Indicator 2.1, however, is only applicable to institutions that have established institutional learning outcomes for undergraduate students.</p> | <b>15 or 11</b>  |
| 2.1 Institutional sustainability learning outcomes for undergraduate students  | 4                |
| 2.2 Undergraduate programs with sustainability-focused learning requirements   | 4                |
| 2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements  | 7                |
| <p><b>AC 3: Graduate Programs</b><br/>           Applicable to institutions that offer at least 25 distinct qualifications at the Master’s, Doctoral, or equivalent level (ISCED levels 7-8).</p>  | <b>8</b>         |
| 3.1 Graduate programs with sustainability-focused learning requirements  | 4                |
| 3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements   | 4                |

|  |           |
|--|-----------|
| <b>AC 4: Applied Learning</b><br>Applicable to all institutions.                   | <b>4</b>  |
| 4.1 Applied learning for sustainability program                                    | 4         |
| <b>AC 5: Sustainability Literacy Assessment</b><br>Applicable to all institutions. | <b>4</b>  |
| 5.1 Sustainability literacy assessment design and administration                   | 2         |
| 5.2 Percentage of students assessed for sustainability literacy                    | 2         |
| <b>Maximum points available →</b>  | <b>45</b> |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Curriculum to its report. See the IL credit catalog for more information.

# AC 1: Sustainability Course Offerings

## Rationale

This credit recognizes institutions that provide opportunities to learn about sustainability across the curriculum. Sustainability course offerings and equivalent units of instruction can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, and/or introduce students to sustainability challenges and concepts. Institutions that integrate sustainability 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 interdisciplinary.

The process of identifying sustainability course 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. Public sustainability course listings help students find and understand sustainability course offerings, which can assist them in organizing their academic studies. Incentives, training, and other support programs can help academic staff broaden and deepen the integration of sustainability into the curriculum in ways that may not be captured in departmental offerings or public listings.

## Applicability

Applicable to institutions that offer **courses** or equivalent units of instruction for academic credit.

## Points available

A maximum of 14 points are available for this credit.

## Criteria

### 1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its **academic departments** have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more **sustainability-focused courses** or **sustainability-inclusive courses**. Incremental points are available and earned as outlined in Table I.

Table I. Points earned for indicator 1.1

| Number of academic departments with at least one sustainability course offering |  | Total number of academic departments that offer courses for credit |  | Points available |  | Points earned |
|---|--|--|--|------------------|--|---------------|
|---|--|--|--|------------------|--|---------------|

|  |   |  |   |   |   |  |
|--|---|--|---|---|---|--|
|  | ÷ |  | × | 8 | = |  |
|--|---|--|---|---|---|--|

## Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department’s sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the [STARS website](#).

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

## Documentation

Report the following information in the online Reporting Tool.

- Total number of academic departments that offer courses that may be taken for credit (required). Report on those subdivisions of the institution that are devoted to specific academic disciplines. If the institution’s academic subdivisions typically incorporate multiple disciplines or fields of study, report instead on the academic disciplines or fields of study themselves.
- Number of academic departments with at least one sustainability course offering (required). Include departments that offer at least one course or equivalent unit of instruction that is sustainability-focused or sustainability-inclusive.
- Annotated list or inventory of the institution’s sustainability course offerings by department (required). Upload. Include sufficient information to justify the inclusion of each department, e.g., at least one course description that clearly indicates its sustainability content.
- Description of the process used to identify the institution’s sustainability course offerings by department (required). Include information on any exclusions or data limitations that may have influenced the results.

The Reporting Tool will automatically calculate the following figure:

- Percentage of departments with sustainability course offerings

## 1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students.

The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution’s public website, B) through formal designation in the institution’s official course catalog, or C) in a standalone publication.

## Measurement

Report on the institution’s currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students? (required)

*If Yes, at least one form of evidence (website URL or document) and the descriptive field that follows are also required:*

- Online location where the institution’s sustainability course listings are maintained.  
Website URL.
- Publication where the institution’s sustainability course listings are maintained.  
Upload.
- Description of the process used to create and maintain the institution’s sustainability course listings. Include information about the criteria and definitions used, how academic staff engaged in sustainability education are involved, and the process for reviewing, validating, and updating the listings.

## 1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual **academic staff** working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 1.3

| Criterion | Points available | Points earned |
|-----------|------------------|---------------|
|-----------|------------------|---------------|

|   |   |  |
|---|---|--|
| A. Institution provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training.   | 1 |  |
| B. Institution hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. | 2 |  |
| Total points earned →   |   |  |

## Measurement

Report on the current status of the institution's programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training? (required). For example, funding or release time.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum. Include, for example, the stated intent of the incentives program, the specific incentives that are provided, and examples of positive outcomes.
- Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program

## Glossary

**Academic department** – An administrative subdivision of a college, university, or school faculty that is devoted to a particular academic discipline (e.g., Economics, Environmental Science, or 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 an institution's

context. If, however, the institution's academic subdivisions typically incorporate multiple disciplines or fields of study, report instead on the academic disciplines or fields of study themselves.

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent. 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, or research assistants; student teachers; or teacher aides. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Course** – A unit of instruction comprising a sequence of educational activities in a particular field or range of related fields of education. A course may also be referred to as a “module”, “unit”, or “subject” and is often one academic term in length, led by one or more instructors, and has a fixed roster of students. A course may be taken singularly or combined with other courses offered as part of an education program. [Adapted from the International Standard Classification of Education (ISCED).]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability-focused course** – A unit of instruction that has a primary and explicit focus on the integrated concept of sustainability and/or the interdependence of ecological and social/cultural/economic systems. This focus must be demonstrated in the title or high level description of the course. Sustainability-focused courses may include:

- 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 that requires students to consider the interdependence of ecological and social/cultural/economic systems (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, but they should bring a systems thinking approach to the challenge.

**Sustainability-inclusive course** – A unit of instruction that is primarily focused on something other than sustainability, but clearly incorporates sustainability content or addresses one or more sustainability challenges. This may include courses that are focused on, for example, ecological integrity or social justice. It may also include courses that:

- Incorporate a unit or module on sustainability or a sustainability challenge,
- Include one or more sustainability-focused activities or readings, or

- Integrate sustainability challenges, issues, and concepts throughout the course.



# AC 2: Undergraduate Programs

## Rationale

This credit recognizes institutions that have formal sustainability education programs and learning requirements for undergraduate students. Institutional sustainability learning outcomes establish high level expectations for both students and the employees that design and implement educational offerings. Academic programs provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Learning requirements, which may include sustainability-focused courses or learning outcomes, help provide students with a grounding in the concepts and principles of sustainability so that they are able to apply them in their professional fields. Formal education programs also provide a home for sustainability scholars within the institution.

## Applicability

This credit is applicable to institutions that offer **qualifications** at the post-secondary, short-cycle tertiary (e.g., Associate), Bachelor's, or equivalent level (**ISCED levels 4-6**), however indicator 2.1 is only applicable to institutions that have established institutional **learning outcomes** for **undergraduate** students.

## Points available

A maximum of either 15 or 11 points are available for this credit, as outlined in Table I.

Table I. Points available for undergraduate programs

| Has the institution established institutional learning outcomes for its undergraduate students? | Points available for indicator 2.1 | Points available for indicator 2.2 | Points available for indicator 2.3 | Total points available |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------|
| Yes   | 4                                  | 4                                  | 7                                  | 15                     |
| No  | 0                                  | 4                                  | 7                                  | 11                     |

## Criteria

### 2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one **sustainability-focused learning outcome** and B)

at least one **sustainability-supportive learning outcome**. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 2.1

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has established institutional learning outcomes for undergraduate students that include at least one sustainability-focused learning outcome.    | 2                |               |
| B. Institution has established institutional learning outcomes for undergraduate students that include at least one sustainability-supportive learning outcome. | 2                |               |
| Total points earned →   |                  |               |

## Measurement

Report on the current status of the institution's undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

## Documentation

Report the following information in the online Reporting Tool.

- Has the institution established institutional learning outcomes for its undergraduate students? (required). Institutional learning outcomes are high level statements outlining what the institution's students are expected to know, understand, and be able to demonstrate after completion of their undergraduate programs (irrespective of their elective subject areas or specializations).

*If No, this indicator is not applicable and is excluded from scoring. If Yes, at least one form of evidence (website URL or document) and the two questions that follow are also required:*

- Online resource detailing the institutional learning outcomes for undergraduate students. Website URL.
- Publication detailing the institutional learning outcomes for undergraduate students. Upload.
- Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?

*If Yes, the following field is also required:*

- Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused
- Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?

*If Yes, the following field is also required:*

- Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive

## 2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused **degree, certificate, or major** for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused **concentration or minor** for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a **sustainability-focused learning requirement** earns 2 points.

### Measurement

Report on the current status of the formal **education programs** offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., “Sustainability Studies”) or implicitly, by addressing a sustainability challenge using a systems approach (e.g., “Climate Change, Agriculture and Food Security”).

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a **sustainability-focused course**,
- Has one or more specified **sustainability-focused learning outcomes** and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution offer at least one sustainability-focused degree, certificate, or major for undergraduate students? (required)

*If Yes, the following field is also required:*

- List and description of the institution’s sustainability-focused degrees, certificates, and majors for undergraduate students. Include sufficient information to make clear the sustainability focus of each program.

- Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students? (required)

*If Yes, the following field is also required:*

- List and description of the institution’s sustainability-focused concentrations and minors for undergraduate students. Include sufficient information to make clear the sustainability focus of each program.

- Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement? (required)

*If Yes, the following field is also required:*

- List and description of the institution’s undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements. Include information justifying the inclusion of each program, i.e., the minimum sustainability-focused criteria that must be met to successfully complete the program.

## 2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate **qualifications** awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in Tables III and IV.

Table III. Number of undergraduate qualifications awarded that have sustainability-focused learning requirements

| Qualification type   | Number of qualifications awarded |
|--|----------------------------------|
| A. Sustainability-focused qualifications   |                                  |
| B. Qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements |                                  |
| <b>Total →</b>   |                                  |

Table IV. Points earned for indicator 2.3

| Number of undergraduate qualifications awarded that have sustainability-focused learning requirements (Table III) |   | Total number of undergraduate qualifications awarded |   | Points available |   | Points earned |
|---|---|--|---|------------------|---|---------------|
|   | ÷ |  | × | 7                | = |               |

## Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

## Documentation

Report the following information in the online Reporting Tool.

- Performance year for undergraduate qualifications (required). The year the performance period ended.
- Total number of undergraduate qualifications awarded (required). Report the total number of undergraduate degrees, diplomas, certificates, and other awards conferred.
- Number of undergraduate qualifications awarded that are sustainability-focused (required). Report on the sustainability-focused degrees, certificates, majors, concentrations, and minors identified in indicator 2.2.
- Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements (required). Report on the qualifications identified in indicator 2.2 that require the successful completion of a sustainability-focused course, have specified sustainability-focused learning outcomes and assessment criteria, or provide a direct pathway to a sustainability-focused job or career.

The Reporting Tool will automatically calculate the following two figures:

- Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements
- Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

## Glossary

**Concentration or minor** – An education program, subject area, or qualification that students may formally choose to have as a secondary focus during their 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, their major subject area of focus.

**Degree, certificate, or major** – An education program, subject area, or qualification that students may formally choose to focus on during their studies.

**Education program** – A coherent set or sequence of educational activities designed and organized to achieve predetermined learning objectives or accomplish a specific set of educational tasks over a sustained period.

**ISCED level** – The International Standard Classification of Education (ISCED) is the international reference classification for organizing education programs and related qualifications by education levels and fields.

The levels identified in ISCED 2011 are:

0. Early childhood education
1. Primary education
2. Lower secondary education
3. Upper secondary education
4. Post-secondary non-tertiary education
5. Short-cycle tertiary education
6. Bachelor's or equivalent level
7. Master's or equivalent level
8. Doctoral or equivalent level
9. Not elsewhere classified

**Learning outcomes** – 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 program. 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. [Adapted from the definitions used by the United Nations Educational, Scientific and Cultural Organization (UNESCO).]

**Qualification** – Official confirmation, usually in the form of a document, certifying the successful completion of an educational program or of a stage of a program. Examples of qualifications include degrees, certificates, diplomas, and equivalent credentials. Qualifications can be obtained through: i) successful completion of a full program; ii) successful completion of a stage of a program (intermediate qualifications); or iii) validation of acquired knowledge, skills and competencies, independent of participation in such programs. [Adapted from the International Standard Classification of Education (ISCED).]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability-focused learning outcome** – A learning outcome that explicitly addresses either the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. Examples of sustainability-focused learning outcomes include:

- Students will be able to define sustainability and identify major sustainability challenges.
- Students will use appropriate evidence and tools to evaluate 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-focused course** – A unit of instruction that has a primary and explicit focus on the integrated concept of sustainability and/or the interdependence of ecological and social/cultural/economic systems. This focus must be demonstrated in the title or high level description of the course. Sustainability-focused courses may include:

- 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 that requires students to consider the interdependence of ecological and social/cultural/economic systems (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, but they should bring a systems thinking approach to the challenge.

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

- Students will be able to demonstrate an understanding of the nature of systems.
- Students will be able to demonstrate 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.

For further examples, see Education for Sustainable Development Goals: Learning Objectives (UNESCO).

**Undergraduate** – Depending upon the context, undergraduate may refer to students, education programs, or qualifications at the post-secondary, short-cycle tertiary (e.g., Associate), Bachelor's, or equivalent level (ISCED levels 4-6).



# AC 3: Graduate Programs

## Rationale

This credit recognizes institutions that have formal sustainability education programs and learning requirements for graduate students. Academic programs provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Learning requirements help provide students with a grounding in the concepts and principles of sustainability so that they are able to apply them in their professional fields. Formal education programs also provide a home for sustainability scholars within the institution.

## Applicability

Applicable to institutions that offer at least 25 distinct **qualifications** at the Master's, Doctoral, or equivalent level (**ISCED levels 7-8**).

## Points available

A maximum of 8 points are available for this credit.

## Criteria

### 3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a **sustainability-focused learning requirement** earns 2 points.

## Measurement

Report on the current status of the formal **education programs** offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a **sustainability-focused course**,
- Has one or more specified **sustainability-focused learning outcomes** and associated assessment criteria, AND/OR

- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution offer at least one sustainability-focused degree or major for graduate students? (required)

*If Yes, the following field is also required:*

- List and description of the institution’s sustainability-focused degrees and majors for graduate students. Include sufficient information to make clear the sustainability focus of each program.

- Does the institution offer at least one sustainability-focused certificate, concentration, or minor for graduate students? (required)

*If Yes, the following field is also required:*

- List and description of the institution’s sustainability-focused certificates, concentrations, and minors for graduate students. Include sufficient information to make clear the sustainability focus of each program.

- Does the institution offer at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement? (required)

*If Yes, the following field is also required:*

- List and description of the institution’s graduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements. Include information justifying the inclusion of each program, i.e., the minimum sustainability-focused criteria that must be met to successfully complete the program.

## 3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate **qualifications** awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in Tables I and II.

Table I. Number of graduate qualifications awarded that have sustainability-focused learning requirements

| Qualification type                       | Number of qualifications awarded |
|--|----------------------------------|
| A. Sustainability-focused qualifications |                                  |

|  |  |
|--|--|
| B. Qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements |  |
| Total →  |  |

Table II. Points earned for indicator 3.2

| Number of graduate qualifications awarded that have sustainability-focused learning requirements (Table II) |   | Total number of graduate qualifications awarded |   | Factor |   | Points earned |
|---|---|---|---|--------|---|---------------|
|   | ÷ |   | × | 8      | = | Up to 4       |

## Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

## Documentation

Report the following information in the online Reporting Tool.

- Performance year for graduate qualifications (required). The year the performance period ended.
- Total number of graduate qualifications awarded (required). Report the total number of undergraduate degrees, diplomas, certificates, and other awards conferred.
- Number of graduate qualifications awarded that are sustainability-focused (required). Report on the sustainability-focused degrees, certificates, majors, concentrations, and minors identified in indicator 3.1.
- Number of graduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements (required). Report on the qualifications identified in indicator 3.1 that require the successful completion of a sustainability-focused course, have specified sustainability-focused learning outcomes and assessment criteria, or provide a direct pathway to a sustainability-focused job or career.

The Reporting Tool will automatically calculate the following two figures:

- Total number of graduate qualifications awarded that have sustainability-focused learning requirements
- Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

# Glossary

**Education program** – A coherent set or sequence of educational activities designed and organized to achieve predetermined learning objectives or accomplish a specific set of educational tasks over a sustained period.

**ISCED level** – The International Standard Classification of Education (ISCED) is the international reference classification for organizing education programs and related qualifications by education levels and fields.

The levels identified in ISCED 2011 are:

0. Early childhood education
1. Primary education
2. Lower secondary education
3. Upper secondary education
4. Post-secondary non-tertiary education
5. Short-cycle tertiary education
6. Bachelor's or equivalent level
7. Master's or equivalent level
8. Doctoral or equivalent level
9. Not elsewhere classified

**Qualification** – Official confirmation, usually in the form of a document certifying the successful completion of an educational program or of a stage of a program. Qualifications can be obtained through: i) successful completion of a full program; ii) successful completion of a stage of a program (intermediate qualifications); or iii) validation of acquired knowledge, skills and competencies, independent of participation in such programs. This may also be referred to as a “credential”. Examples of qualifications include degrees, certificates, diplomas, and the equivalent. [Adapted from the International Standard Classification of Education (ISCED).]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability-focused course** – A unit of instruction that has a primary and explicit focus on the integrated concept of sustainability and/or the interdependence of ecological and social/cultural/economic systems. This focus must be demonstrated in the title or high level description of the course. Sustainability-focused courses may include:

- 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 that requires students to consider the interdependence of ecological and social/cultural/economic systems (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, but they should bring a systems thinking approach to the challenge.

**Sustainability-focused learning outcome** – A learning outcome that explicitly addresses either the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. Examples of sustainability-focused learning outcomes include:

- Students will be able to define sustainability and identify major sustainability challenges.
- Students will use appropriate evidence and tools to evaluate 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.

# AC 4: Applied Learning

## Rationale

This credit recognizes institutions that provide students with solutions-focused applied learning experiences that address sustainability challenges. Applied learning or living laboratory projects and programs are both a powerful way for students to learn about sustainability and an important driver for advancing sustainability on campus and beyond.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 4 points are available for this credit.

## Criteria

### 4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused **applied learning** or living laboratory experiences for students that address **sustainability challenges** and meets all of the additional criteria listed below. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 4.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.    | 1                |               |
| B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students. | 1*               |               |
| C. There are processes or tools in place to assess the success of the applied learning projects.   | 1*               |               |
| D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects.                            | 1*               |               |
| Total points earned →  |                  |               |

\* Criterion A must be met to earn any further points for this indicator.

## Measurement

Report on the current status of the institution's applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges? (required)

*If Yes, the following five fields are also required:*

- List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges
- Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?
- Are there processes or tools in place to assess the success of the applied learning projects?

*If Yes, the following field is also required:*

- Description of the processes or tools used to assess the success of the applied learning projects
- Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects?

*If Yes, the following field is also required:*

- Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects

## Glossary

**Applied learning** – An educational approach whereby students learn by engaging in direct application of skills, theories and models. In applied learning, students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. [Adapted from the definition used by the National Society for Experiential Education and the State University of New York (SUNY).]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).



# AC 5: Sustainability Literacy Assessment

## Rationale

This credit recognizes institutions that measure the extent to which their students gain an understanding of the concept of sustainability and its application. Sustainability literacy assessments help institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 4 points are available for this credit.

## Criteria

### 5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the **sustainability literacy** of its students during the previous three years and meets both of the criteria listed below. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 5.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution conducted one or more assessments of the sustainability literacy of its students during the previous three years.   | 0.67             |               |
| B. <b>Academic staff</b> engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.  | 0.67*            |               |
| C. The literacy assessments are designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives (e.g., as longitudinal, formative and summative, and/or <b>pre- and post-assessments</b> ). | 0.67*            |               |
| <b>Total points earned →</b>   |                  |               |

\* Criterion A must be met to earn any additional points for this indicator.

## Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address **sustainability challenges**. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

## Documentation

Report the following information in the online Reporting Tool.

- Has the institution conducted one or more assessments of the sustainability literacy of its students during the previous three years? (required)

*If Yes, the following four fields are also required:*

- Narrative and/or website URL providing an overview of the instruments/tools used to assess sustainability literacy
- Description of the institution's recent sustainability literacy assessment findings and any notable trends
- Were academic staff engaged in sustainability education at the institution involved in developing and/or adopting the methodologies used to assess sustainability literacy?

*If Yes, the following field is also required:*

- Description of the process through which academic staff were involved in developing and/or adopting the methodologies used to assess sustainability literacy
- Are the literacy assessments designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives? For example, as longitudinal, formative and summative, and/or pre- and post-assessments.

*If Yes, the following field is also required:*

- Description of how the design and administration of the sustainability literacy assessments supports the evaluation of the success of the institution's sustainability education initiatives

## 5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by **representative sample**. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 5.2

| Percentage of students assessed for sustainability literacy, either directly or by representative sample | Points earned |
|--|---------------|
| 75 to 100  | 2             |
| 50 to 74   | 1             |
| 25 to 49   | 0.5           |
| 1 to 24  | 0.25          |

### Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its **predominant student body** or else report on the entire student body.

### Documentation

Report the following information in the online Reporting Tool.

- Percentage of students assessed for sustainability literacy, either directly or by representative sample (required). Select one.
  - 75 to 100
  - 50 to 74
  - 25 to 49
  - 1 to 24
  - No assessment conducted

*If greater than zero, the following field is also required:*

- Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy

## Glossary

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent. 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, or research assistants; student teachers; or teacher aides. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Predominant student body** – 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 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 1,000 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 challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability literacy** – Knowledge about our shared sustainability challenges, as well as ways to create solutions to these challenges. Sustainability literacy assessments are thus designed to assess both students’ understanding of the interconnectedness of social, economic, and environmental issues and their capacity to effectively address them. These assessments may take a variety of forms including multiple choice tests and surveys, self-assessments, and competency/skills-based assessments. [Adapted from the definitions used by Sulitest.org.]

# Research

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions 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 strategies and tools to address them.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>AC 6: Sustainability Research</b><br>Applicable to institutions where research is considered in academic staff promotion or tenure decisions as a matter of policy or standard practice.             | <b>10</b>        |
| 6.1 Percentage of academic departments engaged in sustainability research   | 8                |
| 6.2 Incentives for sustainability research  | 2                |
| <b>AC 7: Center for Sustainability Research</b><br>Applicable to institutions that host four or more organized research centers, institutes, and/or equivalent units.                                   | <b>6</b>         |
| 7.1 Organized sustainability research center, institute, or unit  | 6                |
| <b>AC 8: Responsible Research and Innovation</b><br>Applicable to institutions where research is considered in academic staff promotion or tenure decisions as a matter of policy or standard practice. | <b>7</b>         |
| 8.1 Published ethical code of conduct for research  | 1                |
| 8.2 Recognition of integrated, community-based, and extra-academic research   | 3                |
| 8.3 Inter-campus collaboration for responsible research and innovation  | 1                |
| 8.4 Support for open access publishing  | 2                |
| <b>Maximum points available →</b>   | <b>23</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Research to its report. See the IL credit catalog for more information.

# AC 6: Sustainability Research

## Rationale

This credit recognizes institutions where academic employees are conducting research and producing scholarly work on sustainability topics. Sustainability requires collaboration that transcends traditional disciplines. The process of identifying an institution's sustainability research can help connect individuals, laboratories, and other entities that have a shared interest in sustainability. The percentage of departments that produce sustainability research is an indicator of the spread of such research and the extent to which an institution is contributing new knowledge to help address sustainability challenges. Incentive programs can encourage academic staff and students alike to broaden and deepen their sustainability research in ways that may not otherwise be captured.

## Applicability

Applicable to institutions where research is considered in **academic staff** promotion or tenure decisions as a matter of policy or standard practice.

## Points available

A maximum of 10 points are available for this credit.

## Criteria

### 6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its **academic departments** that are engaged in **research** are engaged in **sustainability research**. Incremental points are available and earned as outlined in Table I.

Table I. Points earned for indicator 6.1

| Number of academic departments engaged in sustainability research |   | Total number of academic departments engaged in research |   | Factor |   | Points earned |
|---|---|--|---|--------|---|---------------|
|   | ÷ |  | × | 8.89   | = | Up to 8       |

## Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated

with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department's sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

## Documentation

Report the following information in the online Reporting Tool.

- Total number of academic departments engaged in research (required). Report on those subdivisions of the institution that are devoted to specific academic disciplines. If the institution's academic subdivisions typically incorporate multiple disciplines or fields of study, report instead on the academic disciplines or fields of study themselves.
- Number of academic departments engaged in sustainability research (required). Include departments that have at least one affiliated academic staff member who produces or supervises sustainability research.
- Annotated list or inventory of the institution's sustainability research by department (required). Upload. Include sufficient information to justify the inclusion of each department, e.g., at least one publication or project description that clearly indicates its sustainability content.
- Description of the process used to identify the institution's sustainability research (required). For example, a survey of academic staff or department heads, a review of individuals' published research interests, or an audit of academic publications and/or funded projects.

The Reporting Tool will automatically calculate the following figure:

- Percentage of academic departments engaged in sustainability research

## 6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) **academic staff** and B) students to conduct sustainability research. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 6.2

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution provides incentives for academic staff to conduct sustainability research. | 1                |               |

|   |   |  |
|---|---|--|
| B. Institution provides incentives for students to conduct sustainability research. | 1 |  |
| Total points earned →   |   |  |

## Measurement

Report on the current status of the institution's programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution provide incentives for academic staff to conduct sustainability research? (required). For example, fellowships, funding, or release time.

*If Yes, the following field is also required:*

- Description of the sustainability research incentives for academic staff. Include, for example, the stated intent of the incentives program, the specific incentives that are provided, and examples of positive outcomes from within the previous three years.

- Does the institution provide incentives for students to conduct sustainability research? (required). For example, fellowships, funding, or mentorships.

*If Yes, the following field is also required:*

- Description of the sustainability research incentives for students. Include, for example, the stated intent of the incentives program, the specific incentives that are provided, and examples of positive outcomes from within the previous three years.

## Glossary

**Academic department** – An administrative subdivision of a college, university, or school faculty that is devoted to a particular academic discipline (e.g., Economics, Environmental Science, or 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 an institution's context. If, however, the institution's academic subdivisions typically incorporate multiple disciplines or fields of study, report instead on the academic disciplines or fields of study themselves.

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent. 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, or research assistants; student teachers; or teacher aides. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Research** – The conception or creation of new knowledge. Research may include improving or developing concepts, theories, models, techniques, instrumentation, software, and/or operational methods. [Adapted from the definition used by the United Nations Educational, Scientific and Cultural Organization (UNESCO).]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability research** – Research activities and scholarly work that explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

# AC 7: Center for Sustainability Research

## Rationale

This credit recognizes institutions with centers, institutes, and equivalent units that produce sustainability research. Organized sustainability research units bring together scholars, professionals, research staff, and students, often across diverse disciplines, to advance our collective understanding of sustainability and help address critical sustainability challenges.

## Applicability

Applicable to institutions that host four or more organized research centers, institutes, and/or equivalent units.

## Points available

A maximum of 6 points are available for this credit.

## Criteria

### 7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized **research** center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to **sustainability challenges**. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces **sustainability research** earns 3 points.

## Measurement

Report on the current status of the institution's programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution's name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution's participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or integrated approaches to address sustainability challenges? (required)

*If Yes, the following field is also required:*

- List and description of the institution's sustainability research units. Include sufficient information to make clear the sustainability research focus of each entity.
- Does the institution have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research? (required)

*If Yes, the following field is also required:*

- List and description of the institution's research units focused on subjects other than sustainability that produce sustainability research

## Glossary

**Research** – The conception or creation of new knowledge. Research may include improving or developing concepts, theories, models, techniques, instrumentation, software, and/or operational methods. [Adapted from the definition used by the United Nations Educational, Scientific and Cultural Organization (UNESCO).]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability research** – Research activities and scholarly work that explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

# AC 8: Responsible Research and Innovation

## Rationale

This credit recognizes institutions that support responsible research and innovation (RRI). Higher education institutions can play a leadership role in establishing social responsiveness, sustainability, and ethical acceptability as the new normal in research and innovation. Institutions that empower academics to collaborate and distribute their scholarly writings freely help stimulate learning and innovation and facilitate the translation of this knowledge into public benefits that advance sustainability.

## Applicability

Applicable to institutions where research is considered in **academic staff** promotion or tenure decisions as a matter of policy or standard practice.

## Points available

A maximum of 7 points are available for this credit.

## Criteria

### 8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for **research** in document form or on a publicly accessible website.

#### Measurement

Report on current policies and protocols.

#### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have a published ethical code of conduct for research? (required)  
*If Yes, at least one form of evidence (website URL or document) is required:*
  - Online location of the institution's ethical code of conduct for research. Website URL.
  - Copy of the institution's ethical code of conduct for research. Upload.

## 8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing **academic divisions** and give explicit positive recognition to at least two of the following: A) **integrated research**, B) **community-based research**, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 8.2

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research.  | 0.75             |               |
| The promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions.                                   | 0.75             |               |
| B. Institution has published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research.   | 0.75             |               |
| The promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions.                              | 0.75             |               |
| C. Institution has published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals.              | 0.75             |               |
| The promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions. | 0.75             |               |
| <b>Total points earned →</b>   |                  | Up to 3       |

### Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research? (required). I.e., interdisciplinary, transdisciplinary, and/or multidisciplinary research.

*If Yes, the following two fields are also required:*

- Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research
  - Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions?
- Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research? (required). Alternative terminology may be used, e.g., collaborative inquiry, community-engaged scholarship, feminist participatory research, Indigenous research, or participatory action research.

*If Yes, the following two fields are also required:*

- Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research
  - Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions?
- Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals? (required). For example, citations in gray literature, the media, and policy papers.

*If Yes, the following two fields are also required:*

- Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals
- Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?

*If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.*

- Online location of the institution's promotion/tenure guidelines or policies. Website URL.
- Copy of the institution's promotion/tenure guidelines or policies. Upload.

## 8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote **responsible research and innovation (RRI)**.

### Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution participate in one or more inter-campus research collaboratives or networks to promote responsible research and innovation? (required)

*If Yes, the following field is also required:*

- Description of the institution's inter-campus collaborations for responsible research and innovation

## 8.4 Support for open access publishing

An institution earns 2 points when it facilitates **open access** publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) **transformative open access agreements**. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 8.4

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution 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. | 0.67             |               |
| B. Institution has published policies that require its <b>employees</b> to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository.     | 0.33             |               |

|  |      |         |
|--|------|---------|
| The open access policies cover all of the institution’s research-producing <b>academic divisions</b> .   | 0.33 |         |
| C. Institution provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process.                             | 0.67 |         |
| D. Institution negotiates or participates in transformative open access agreements that are consistent with <b>Efficiency and Standards for Article Charges (ESAC)</b> guidelines. | 0.67 |         |
| Total points earned →  |      | Up to 2 |

**Measurement**

Report on the current status of the institution’s programs.

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

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies 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. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

**Documentation**

Report the following information in the online Reporting Tool.

- 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? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the open access repository

- Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository? (required)

*If Yes, the following field and at least one form of evidence (policy text, website URL, or document) are also required. If reporting on multiple guidelines or policies, provide the best*



available example and/or a website that provides information about open access at the institution.

- Do the open access policies cover all of the institution’s research-producing academic divisions?
  - Text or online location of the institution’s open access policies
  - Copy of the institution’s open access policies. Upload.
- Does the institution provide an open access article processing charge (APC) fund for employees? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the open access APC fund
- Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines? (required). For example, “read and publish” agreements that are transparent, aim to constrain the costs of scholarly communication and foster equity in scholarly publishing, and ensure that authors retain copyright.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s transformative open access agreements with publishers

## Glossary

**Academic division** – 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.

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent. 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, or research assistants; student teachers; or teacher aides. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Community-based research** – An approach to applied community projects in which researchers and community members collaborate as equals in the research process. This approach validates local and Indigenous knowledge and requires, at minimum, that community members define the problems to be addressed and serve in an advisory capacity over the entire project. Community-based research is inclusive of collaborative inquiry, community-engaged scholarship, feminist participatory research, Indigenous research, and participatory action research. [Adapted from the Oxford Research Encyclopedias.]

**Efficiency and Standards for Article Charges (ESAC)** – An open international community of information professionals dedicated to putting the vision of open access to research into practice, e.g., through negotiation of transformative agreements and central open access publishing agreements with scholarly publishers. Among other initiatives, ESAC publishes [guidelines for transformative open access agreements](#).

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff and regular/permanent and short-term/casual employees.

**Integrated research** – Categories of research that address complex problems by involving integrated multiple disciplines. Examples include multidisciplinary, interdisciplinary, and transdisciplinary research.

**Open access** – Free availability on the public internet, permitting any user to read, download, copy, distribute, print, search, or link to the full texts of peer-reviewed research 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. [Adapted from the definition used by The Budapest Open Access Initiative.]

**Research** – The conception or creation of new knowledge. Research may include improving or developing concepts, theories, models, techniques, instrumentation, software, and/or operational methods. [Adapted from the definition used by the United Nations Educational, Scientific and Cultural Organization (UNESCO).]

**Responsible research and innovation (RRI)** – An approach that anticipates and assesses potential implications and societal expectations with regard to research and innovation, with the aim to foster the design of inclusive and sustainable research and innovation. The five key themes of RRI are gender equality, open access, citizen engagement, science education, and ethics. [Adapted from the work of the European Commission.]

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability research** – Research activities and scholarly work that explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

**Transformative open access agreements** – Agreements (also known as “read and publish”) negotiated between institutions (e.g., libraries, national, and regional consortia) and publishers, in which former subscription expenditures are repurposed to support open access publishing of the negotiating institutions’ authors. [Based on the definition used by the Efficiency and Standards for Article Charges (ESAC) Initiative.]

# Engagement (EN)

---

# Campus Engagement

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. 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 promote sustainability is an essential activity of a sustainable campus.

## Table of Credits

| Credits and Indicators   | Points available |
|--|------------------|
| <b>EN 1: Outreach and Communications</b><br>Applicable to all institutions.                      | <b>5</b>         |
| 1.1 Sustainability outreach and communications   | 3                |
| 1.2 Percentage of campus stakeholders reached through sustainability outreach and communications | 2                |
| <b>EN 2: Co-Curricular Activities</b><br>Applicable to all institutions.                         | <b>9</b>         |
| 2.1 Student sustainability organization  | 2                |
| 2.2 Sustainability-focused co-curricular activities  | 2                |
| 2.3 Percentage of students that participate in sustainability activities                         | 5                |
| <b>EN 3: Staff Engagement and Training</b><br>Applicable to all institutions.                    | <b>8</b>         |
| 3.1 Staff sustainability network or engagement program   | 2                |
| 3.2 Sustainability-focused staff training  | 2                |
| 3.3 Percentage of employees that participate in sustainability activities                        | 4                |
| <b>EN 4: Sustainability Culture Assessment</b>   | <b>3</b>         |

|   |           |
|---|-----------|
| Applicable to all institutions.                                 |           |
| 4.1 Sustainability culture assessment design and administration | 1         |
| 4.2 Percentage of students assessed for sustainability culture  | 1         |
| 4.3 Percentage of employees assessed for sustainability culture | 1         |
| <b>Maximum points available→</b>                                | <b>25</b> |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Campus Engagement to its report. See the IL credit catalog for more information.

# EN 1: Outreach and Communications

## Rationale

This credit recognizes institutions that produce sustainability-focused outreach materials, conduct outreach campaigns around sustainability issues, and use communication channels such as social media to share information about the institution’s sustainability initiatives, connect campus stakeholders, and enhance student and employee learning about sustainability.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 5 points are available for this credit.

## Criteria

### 1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution’s sustainability features or performance, E) manages a **sustainability-focused** communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 1.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has a central sustainability website that consolidates information about the institution’s sustainability efforts.                                | 0.5              |               |
| B. Institution has integrated sustainability information into the educational offerings or materials provided during new student orientation or the equivalent.  | 0.5              |               |
| C. Institution has integrated sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent. | 0.5              |               |
| D. Institution has dashboards and/or signage highlighting the  | 0.5              |               |

|   |     |  |
|---|-----|--|
| institution's sustainability features or performance.   |     |  |
| E. Institution manages a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform. | 0.5 |  |
| F. Institution has coordinated one or more sustainability-focused outreach campaigns during the previous three years.   | 0.5 |  |
| Total points earned →   |     |  |

**Measurement**

Report on the current status of the institution's programs and initiatives.

**Documentation**

Report the following information in the online Reporting Tool.

- Does the institution have a central sustainability website that consolidates information about its sustainability efforts? (required)

*If Yes, the following field is also required:*

- Website URL of the institution's central sustainability website

- Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent? (required). An institution that does not hold orientation for new students may report on other initiatives to educate incoming or first-year students about the institution.

*If Yes, the following field is also required:*

- Narrative outlining how sustainability information is integrated into new student orientation or the equivalent

- Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent? (required). An institution that does not hold orientation for new employees may report on other initiatives to educate employees about the institution, e.g., in-service events or training.

*If Yes, the following field is also required:*

- Narrative outlining how sustainability information is integrated into new employee orientation of the equivalent

- Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance? (required)

*If Yes, the following field is also required:*

- Description of the institution’s sustainability dashboards and/or signage
- Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform? (required)

*If Yes, the following field is also required:*

- Description of and/or website URL for at least one sustainability-focused communication medium or platform
- Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years? (required). For example, an office or residence hall based energy conservation or recycling competition or a collective challenge to achieve a specific institution-wide sustainability target or outcome.

*If Yes, the following field is also required:*

- Description of sustainability-focused outreach campaigns from the previous three years

## 1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and **employees**) are currently reached through the institution’s sustainability outreach and communications efforts or aware of its sustainability initiatives. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 1.2

| Percentage of campus stakeholders reached through sustainability outreach and communications | Points earned |
|--|---------------|
| 80 to 100  | 2             |
| 60 to 79   | 1.5           |
| 40 to 59   | 1             |
| 20 to 39   | 0.5           |
| 1 to 19  | 0.25          |



## Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through **representative sampling** or by making the assessment mandatory.
- B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

## Documentation

- Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives? (required). For example, through communication analytics and/or surveys/assessments.

*If Yes, the following three fields are also required:*

- Percentage of campus stakeholders reached through sustainability outreach and communications. Select one.
  - 80 to 100
  - 60 to 79
  - 40 to 59
  - 20 to 39
  - 1 to 19
- Approach used to determine the percentage of campus stakeholders reached. Select one.
  - Survey or assessment results
  - Communication analytics
  - Conservative estimate based on mixed/limited data sources
- Description of the methodology used to determine the reach of the institution's sustainability outreach and communications. Include the specific data sources and results used, how a representative sample was reached or double-counting was avoided or minimized (if applicable), and any assumptions used and/or adjustments made in arriving at the percentage range.

## Glossary

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, these personnel include both academic and non-academic staff and both regular/permanent and short-term/casual workers.

**Representative sample** – 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-focused** – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems is required.

# EN 2: Co-Curricular Activities

## Rationale

This credit recognizes institutions that engage and educate students in sustainability outside of the formal classroom. Incorporating sustainability education into co-curricular activities and supporting peer-to-peer learning help students integrate sustainability into their lives and build a sustainability culture on campus. Student sustainability organizations provide space for students to collaborate independently of institutional structures and can serve as powerful advocates for sustainability.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 9 points are available for this credit.

## Criteria

### 2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is **sustainability-focused**. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

### Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution formally recognize at least one student organization that is sustainability-focused? (required).

If Yes, the following field is also required:

- Narrative and/or website URL providing an overview of the sustainability-focused student organization(s)
- Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice? (required)

If Yes, the following field is also required:

- Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice

## 2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused **peer-to-peer education** program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed **enterprise** that is sustainability-focused. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 2.2

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has hosted a major sustainability-focused event or series of events during the previous three years targeted to students.                                  | 0.5              |               |
| B. Institution has a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers. | 0.5              |               |
| C. Institution provides sustainability-focused employment opportunities for students.   | 0.5              |               |
| D. Institution has at least one student-managed enterprise that is sustainability-focused.  | 0.5              |               |
| <b>Total points earned →</b>  |                  |               |

### Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

## Documentation

Report the following information in the online Reporting Tool.

- Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students? (required). This may include a single event that provides multiple opportunities for students to engage (e.g., a major sustainability-focused conference, symposium, or festival) or a series of smaller scale events (e.g., a sustainability themed speaker, film, or art exhibition series; regular Campus Sustainability Month celebrations; or a sustainability themed semester or first-year experience).

*If Yes, the following field is also required:*

- Description of and/or website URL for at least one major sustainability-focused event or series of events
- Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers? (required). For example, an eco-reps, green leaders, or sustainability ambassadors program.

*If Yes, the following field is also required:*

- Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students
- Does the institution provide sustainability-focused employment opportunities for students on at least an annual basis? (required). For example, paid internships or peer educator roles.

*If Yes, the following field is also required:*

- Description of and/or website URL for at least one sustainability-focused employment opportunity for students
- Does the institution have at least one student-managed enterprise that is sustainability-focused? (required). For example, a bicycle repair hub or textbook exchange program coordinated by students, a sustainability themed café where students gain experience in hospitality management, or a farm or garden through which students plan, grow, and market organic crops.

*If Yes, the following field is also required:*

- Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused
- Description of additional sustainability-focused co-curricular activities for students (optional). For example, a wilderness or outdoors program that follows Leave No Trace principles, programs through which students can learn sustainable life skills (e.g., a model room in a residence hall or sustainability-themed housing), a network for student social innovation that

has a sustainability focus, or a graduation pledge through which students commit to consider social and environmental responsibility in future career decisions.

## 2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution’s sustainability activities (e.g., as described in indicators 2.1 and 2.2). Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 2.3

| Percentage of students that participate in sustainability activities | Points earned |
|--|---------------|
| 50 to 100  | 5             |
| 40 to 49   | 4             |
| 30 to 39   | 3             |
| 20 to 29   | 2             |
| 1 to 19  | 1             |

### Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused **co-curricular** activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution’s sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through **representative sampling** or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).

- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

## Documentation

- Does the institution collect data on the extent of student participation in its sustainability activities? (required). For example, through direct tracking and/or surveys/assessments.

*If Yes, the following three fields are also required:*

- Percentage of students that participate in sustainability activities. Select one.
  - 50 to 100
  - 40 to 49
  - 30 to 39
  - 20 to 29
  - 1 to 19
- Approach used to determine the percentage of students that participate in the institution's sustainability activities. Select one.
  - Survey or assessment results
  - Direct tracking of participation
  - Conservative estimate based on mixed/limited data sources
- Narrative outlining how student participation in the institution's sustainability activities was determined. Include the specific data sources and results used, a description of how a representative sample was reached or double-counting was avoided or minimized (if applicable), and any assumptions used and/or data sources excluded in arriving at the percentage range.

## Glossary

**Co-curricular** – Activities intended to meet learners' interests that are organized outside of the regular curriculum. Also known as extra-curricular. [Adapted from the definition used by the United Nations Educational, Scientific and Cultural Organization (UNESCO).]

**Enterprise** – Any entity that is regularly engaged in economic activity, i.e., the provision of goods or services.

**Peer-to-peer education** – An initiative in which members of a specific societal group are trained to share their knowledge or experiences with people of equal standing within the same group to help

catalyze change. There is no power imbalance within a peer relationship, for example as there would be in a teacher-student or manager-worker relationship. 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. [Adapted from the My-Peer Toolkit hosted by Curtin University.]

**Representative sample** – 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-focused** – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of “sustainability” or the interdependence of ecological and social/cultural/economic systems is required.



# EN 3: Staff Engagement and Training

## Rationale

This credit recognizes institutions that support their employees in learning about and collaborating to advance sustainability. Supporting peer-to-peer networking and learning and offering training focused on sustainability help employees integrate sustainability into their lives and work and build a sustainability culture on campus.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 8 points are available for this indicator.

## Criteria

### 3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to **non-academic staff** that is **sustainability-focused**. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- **Peer-to-peer education programs** in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

## Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused? (required). For example, a green office program, sustainability-focused staff association, or sustainability ambassadors program.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs
- Does the institution have at least one staff network or engagement program focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice? (required)

*If Yes, the following field is also required:*

- Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice

## 3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

### Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis? (required)

*If Yes, the following field is also required:*

- Description of and/or website URL for at least one of the institution’s sustainability-focused staff training opportunities

### 3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution’s sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 3.3

| Percentage of employees that participate in sustainability activities | Points earned |
|---|---------------|
| 50 to 100   | 4             |
| 25 to 49  | 2             |
| 10 to 24  | 1             |
| 1 to 9  | 0.5           |

#### Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution’s sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through **representative sampling** or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an

institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution collect data on the extent of employee participation in its sustainability activities? (required). For example, through direct tracking and/or surveys/assessments.

*If Yes, the following three fields are also required:*

- Percentage of employees that participate in sustainability activities
  - 50 to 100
  - 25 to 49
  - 10 to 24
  - 1 to 9
- Approach used to determine the percentage of employees that participate in the institution's sustainability activities
  - Survey or assessment results
  - Direct tracking of participation
  - Conservative estimate based on mixed/limited data sources
- Narrative outlining how employee participation in the institution's sustainability activities was determined. Include the specific data sources and results used, a description of how a representative sample was reached or double-counting was avoided or minimized (if applicable), and any assumptions used and/or data sources excluded in arriving at the percentage range.

## Glossary

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

**Peer-to-peer education** – An initiative in which members of a specific societal group are trained to share their knowledge or experiences with people of equal standing within the same group to help catalyze change. There is no power imbalance within a peer relationship, for example as there would be in a teacher-student or manager-worker relationship. 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. [Adapted from the My-Peer Toolkit hosted by Curtin University.]

**Representative sample** – 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-focused** – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems is required.

# EN 4: Sustainability Culture Assessment

## 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

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its **sustainability culture** during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 4.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has conducted an assessment of its sustainability culture during the previous three years.  | 0.5              |               |
| B. The assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). | 0.5*             |               |
| Total points earned →  |                  |               |

\* Criterion A must be met to earn any additional points for this indicator.

## Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution’s sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

## Documentation

Report the following information in the online Reporting Tool.

- Has the institution conducted an assessment of its sustainability culture during the previous three years? (required)

*If Yes, the following three fields are also required:*

- Narrative and/or website URL providing an overview of of the instruments/tools used to assess sustainability culture
- Description of the institution’s recent sustainability culture assessment findings and any notable trends
- Is the culture assessment designed and administered in such a way that the results can be used to measure change over time? For example, as a longitudinal or annual/biennial assessment.

*If Yes, the following field is also required:*

- Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time

## 4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by **representative sample**. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 4.2

| Percentage of students assessed for sustainability culture, either directly or by representative sample | Points earned |
|---|---------------|
| 75 to 100   | 1             |
| 50 to 74  | 0.75          |
| 25 to 49  | 0.5           |

|         |      |
|---------|------|
| 1 to 24 | 0.25 |
|---------|------|

## Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student’s entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

## Documentation

Report the following information in the online Reporting Tool.

- Percentage of students assessed for sustainability culture, either directly or by representative sample (required)
  - 75 to 100
  - 50 to 74
  - 25 to 49
  - 1 to 24
  - 0

*If greater than zero, the following field is also required:*

- Description of the process used to measure or estimate the percentage of students assessed for sustainability culture

## 4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its **employees** are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 4.3

| Percentage of employees assessed for sustainability culture, either directly or by representative sample | Points earned |
|--|---------------|
| 75 to 100  | 1             |
| 50 to 74   | 0.75          |
| 25 to 49   | 0.5           |
| 1 to 24  | 0.25          |



## Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

## Documentation

Report the following information in the online Reporting Tool.

- Percentage of employees assessed for sustainability culture, either directly or by representative sample (required)
  - 75 to 100
  - 50 to 74
  - 25 to 49
  - 1 to 24
  - 0

*If greater than zero, the following field is also required:*

- Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture

## Glossary

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, these personnel include both academic and non-academic staff and both regular/permanent and short-term/casual workers.

**Representative sample** – 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 culture** – The shared sustainability-supportive attitudes, values, goals, and practices that characterize an institution. Sustainability culture may be evidenced by the extent of:

- Sustainability supportive attitudes, beliefs, and values among students and employees.
- Student and employee awareness of and participation in the institution’s sustainability initiatives.
- Other behaviors and practices that support sustainability.

# Public Engagement

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

## Table of Credits

| Credits and Indicators   | Points available |
|--|------------------|
| <b>EN 5: Civic Engagement</b><br>Applicable to all institutions.               | <b>8</b>         |
| 5.1 Percentage of students that participate in civic engagement programs       | 4                |
| 5.2 Employee community service program   | 1                |
| 5.3 Support for public policies to advance sustainability                      | 3                |
| <b>EN 6: Community Partnerships</b><br>Applicable to all institutions.         | <b>9</b>         |
| 6.1 Sustainability-focused community partnerships                              | 3                |
| 6.2 Partnerships to support underrepresented groups and vulnerable populations | 3                |
| 6.3 Community partnership assessment   | 3                |
| <b>EN 7: Continuing Education</b><br>Applicable to all institutions.           | <b>3</b>         |
| 7.1 Continuing education offerings in sustainability                           | 3                |
| <b>EN 8: Shared Facilities</b><br>Applicable to all institutions.              | <b>2</b>         |

|  |           |
|--|-----------|
| 8.1 Publicly shared facilities   | 2         |
| <b>EN 9: Inter-Campus Collaboration</b><br>Applicable to all institutions. | <b>3</b>  |
| 9.1 Inter-campus collaboration for sustainability                          | 3         |
| <b>Maximum points available→</b>   | <b>25</b> |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Public Engagement to its report. See the IL credit catalog for more information.

# EN 5: Civic Engagement

## Rationale

This credit recognizes institutions that support student civic engagement, employee community service, and public policies that help advance sustainability. The sense of compassion and social solidarity that civic engagement helps to engender are fundamental to achieving sustainability. In addition, civic engagement can help students develop leadership skills while deepening their understanding of practical, real-world problems. Given the prominence and importance of colleges and universities as anchor institutions in their communities, they can also play a crucial supporting role in public sustainability initiatives and serve as powerful voices in advancing sustainability through legislation and policy.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 8 points are available for this credit.

## Criteria

### 5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other **civic engagement** programs sponsored by the institution. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 5.1

| Percentage of students that participate in community service and/or other civic engagement programs | Points earned |
|---|---------------|
| 50 to 100   | 4             |
| 25 to 49  | 2             |
| 10 to 24  | 1             |
| 1 to 9  | 0.5           |

## Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through **representative sampling** or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have one or more programs to support student civic engagement? (required). For example, a community service, community-based learning, service learning, social entrepreneurship, or social innovation program.

*If Yes, the following four fields are also required:*

- Narrative and/or website URL providing an overview of the institution's civic engagement programs for students

- Percentage of students that participate in community service and/or other civic engagement programs
  - 50 to 100
  - 25 to 49
  - 10 to 24
  - 1 to 9
  - Unknown (data not available)
- Approach used to determine the percentage of students that participate in civic engagement programs
  - Direct tracking of participation
  - Survey/assessment results
  - Conservative estimate based on mixed/limited data sources
- Narrative outlining how student participation in civic engagement programs was determined. Include the specific data sources and results used, a description of how a representative sample was reached or double-counting was avoided or minimized (if applicable), and any assumptions used and/or data sources excluded in arriving at the percentage range.

## 5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 7.2

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has one or more programs designed to support employee community service. | 0.5              |               |
| B. Institution supports employee volunteering during regular work hours.                | 0.5              |               |
| <b>Total points earned →</b>  |                  |               |

### Measurement

Report on the current status of the institution’s employee community service programs. Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have one or more programs designed to support employee community service? (required). For example, an organized service event, community service awards or incentives program, or paid time off for volunteering program.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s programs to support employee community service
- Does the institution support employee volunteering during regular work hours? (required). For example, by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s support for community volunteering during regular work hours

### 5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution have helped develop **public policies** that address **sustainability challenges** during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 7.3

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. One or more individuals affiliated with the institution have helped develop public policies that address sustainability challenges during the previous three years. | 1                |               |
| B. Institution has advocated for public policies to advance sustainability during the previous three years.  | 2                |               |
| <b>Total points earned →</b>   |                  |               |

#### Measurement

Report on policy development and advocacy efforts from within the previous three years.

To qualify, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by individuals in their official roles as representatives of the institution. For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not. Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify. For example, advocating for government funding for campus sustainability

may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

## Documentation

Report the following information in the online Reporting Tool.

- Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years? (required). For example, through shared expertise or technical support.

*If Yes, at least one of the following two fields is also required:*

- Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges
  - Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges
- Has the institution advocated for public policies to advance sustainability during the previous three years? (required). For example, through publicly supporting, endorsing, or lobbying for legislation, ordinances, and governmental policies that address sustainability challenges.

*If Yes, the following field and at least one form of public evidence (document or online resource) from within the previous three years are also required:*

- Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability
- Documentary evidence of the institution's advocacy for public policies to advance sustainability. Upload. For example, a transcript of comments from a public meeting or a press release.
- Online resource that provides evidence of the institution's advocacy for public policies to advance sustainability. Website URL. For example, an open letter, published op-ed, or blog post.

## Glossary

**Civic engagement** – The ways in which citizens and institutions participate in the life of a community in order to improve conditions for others or to help shape the community's future. Civic engagement activities include community service, service learning, political involvement, and collective action for social change.

**Public policies** – Laws, regulatory measures, courses of action, and funding priorities concerning a given topic promulgated by a governmental entity or its representatives. [Adapted from Supporting Public Policy Making Through Policy Analysis and Policy Learning (European Training Foundation, 2015).]

**Representative sample** – 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 challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

# EN 6: Community Partnerships

## Rationale

This credit recognizes institutions that have developed lasting, reciprocal, and mutually beneficial community partnerships to advance sustainability. As community members and leaders, educational institutions can be powerful catalysts, allies, and partners in creating a just, equitable, and sustainable future for their localities, regions, and beyond.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 9 points are available for this credit.

## Criteria

### 6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one **community partnership** that is **sustainability-focused**.

#### Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

#### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have at least one community partnership that is sustainability-focused? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's sustainability-focused community partnerships

## 6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support **underrepresented groups** and/or **vulnerable populations** in addressing the **sustainability challenges** they have identified.

### Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified? (required)

*If Yes, the following field is also required:*

- Description of the institution's community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges. Include information on the specific sustainability challenges that have been identified by community members and how the institution is supporting them in addressing those challenges.

## 6.3 Community partnership assessment

An institution earns 3 points when A) it has published guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution's community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 6.3

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has published guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships.  | 1                |               |
| B. All of the institution's community partnerships for sustainability are subject to an assessment process that includes joint evaluation by the institution and its community partners. | 2                |               |

|                       |  |
|-----------------------|--|
| Total points earned → |  |
|-----------------------|--|

## Measurement

Report on the current status of the institution's community partnership policies, guidelines, and practices.

To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial? (required)

*If Yes, at least one of the following two fields is also required:*

- Publication that includes the community partnership guidelines. Upload.
- Online resource that includes the institution's community partnership guidelines. Website URL.

- Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners? (required). Yes, No, or Unsure.

*If Yes, the following field is also required:*

- Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit

## Glossary

**Community partnership** – A lasting, reciprocal, and mutually beneficial collaboration between a higher education institution and one or more other entities (e.g., a government agency, civil society organization, or business) to understand and address the core problems facing local, regional, national, and/or international communities.

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the

[targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability-focused** – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems is required.

**Underrepresented groups** – Social groups that have historically been denied access or suffered institutional discrimination and/or are currently underrepresented or disadvantaged relative to one or more dominant groups. Individuals from underrepresented groups may include, but are not limited to:

- Ethnic, national, religious, and linguistic minorities
- Incarcerated and formerly incarcerated individuals
- Indigenous peoples
- LGBTQ+ individuals
- Migrants, refugees, and asylum seekers
- People with disabilities
- Racialized people
- Residents of economically divested areas
- Roma, Sinti, and Travelers
- Survivors and veterans of conflict
- Women

**Vulnerable populations** – Populations that are to some degree unable to anticipate, cope with, resist and recover from the impacts of disasters. This includes children, pregnant women, elderly people, malnourished people, and people who are ill or immune-compromised. These groups are particularly vulnerable when a disaster strikes and take a relatively high share of the disease burden associated with emergencies. Poverty - and its common consequences such as malnutrition, homelessness, poor housing and destitution - is a major contributor to vulnerability. [Adapted from the work of the World Health Organization (WHO).]

# EN 7: Continuing Education

## Rationale

This credit recognizes institutions that provide continuing education courses and programs in sustainability to the broader community. These offerings may educate community members on sustainability topics or provide the training and recognition people need to obtain, perform, and advance their position in green jobs.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one **continuing education** course or education program that is **sustainability-focused**. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a **sustainability challenge** earns 1.5 points.

### Measurement

Report on the current status of the institution's continuing education offerings, i.e., **courses and education programs** that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., "Introduction to Sustainability") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have at least one continuing education course or program that is sustainability-focused? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the sustainability-focused continuing education course offerings
- Does the institution have at least one continuing education offering that is focused on a topic other than sustainability, but incorporates sustainability content or addresses a sustainability challenge? (required). This may include, for example, courses and programs that are focused on issues of ecological integrity or social justice, that are designed to provide a direct pathway to green jobs, and/or that have established sustainability learning outcomes.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's continuing education offerings that incorporate sustainability content or address sustainability challenges

## Glossary

**Continuing education** – Non-credit courses and education programs that train community members and help build knowledge about particular subjects. Continuing education is inclusive of non-credit, community education, further education, and extension courses and programs. Examples include non-degree career training, workforce training, credential maintenance courses, formal personal enrichment courses, self-directed learning and experiential learning (on and off campus). In some cases, non-credit students may earn continuing education units, certification, or other evidence of completion to meet personal or professional requirements.

**Course** – A unit of instruction comprising a sequence of educational activities in a particular field or range of related fields of education. A course may also be referred to as a “module”, “unit”, or “subject” and is often one academic term in length, led by one or more instructors, and has a fixed roster of students. A course may be taken singularly or combined with other courses offered as part of an education program. [Adapted from the International Standard Classification of Education (ISCED).]

**Education program** – A coherent set or sequence of educational activities designed and organized to achieve predetermined learning objectives or accomplish a specific set of educational tasks over a sustained period.

**Sustainability challenge** – An issue or situation that threatens or undermines ecological integrity, racial equity and social justice, or the ability of future generations to meet their needs (e.g., biodiversity loss, poverty and inequality, and climate change), OR a goal or objective that contributes to the resolution of such an issue or situation (e.g., ecosystem health, universal human rights, and renewable energy generation). To identify sustainability challenges, it may be helpful to reference the [targets embedded in the Sustainable Development Goals \(SDGs\)](#), the principles outlined in the [Earth Charter](#), and/or the [Doughnut of social and planetary boundaries](#).

**Sustainability-focused** – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems is required.

# EN 8: Shared Facilities

## Rationale

This credit recognizes institutions that share their facilities with the local community. An institution can strengthen and sustain the health and wellbeing of the community in which it is rooted by making its resources accessible to help meet the needs of local residents.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 2 points are available for this credit.

## Criteria

### 8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 8.1

| Type of on-site facility   | Points available | Points earned |
|--|------------------|---------------|
| A. Publicly accessible space for public meetings or events               | 0.25             |               |
| Free or low cost access to the meeting or event space                    | 0.25             |               |
| B. Publicly accessible facility that helps people meet their basic needs | 0.25             |               |
| Free or low cost access to the basic needs facilities                    | 0.25             |               |
| C. Publicly accessible facility that provides cultural services          | 0.25             |               |
| Free or low cost access to the cultural service facilities               | 0.25             |               |
| D. Publicly accessible facility that provides recreational services      | 0.25             |               |



|  |      |  |
|--|------|--|
| Free or low cost access to the recreational service facilities | 0.25 |  |
| Total points earned →  |      |  |

## Measurement

Report on the current status of the institution's policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, property, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have on-site space for meetings or events that is publicly accessible? (required). For example, classroom or auditorium space for use by local community organizations.

*If Yes, the following two fields are also required:*

- Does the institution provide free or low cost access to the meeting or event space?
- Description of the institution's publicly accessible space for meetings or events

- Does the institution have at least one on-site facility that helps people meet their basic needs and is publicly accessible? (required). For example, a community garden, food bank, child care center, or health clinic.

*If Yes, the following two fields are also required:*

- Does the institution provide free or low cost access to the basic needs facilities?
- Description of the institution's publicly accessible facilities that help people meet their basic needs

- Does the institution have at least one on-site facility that provides cultural services and is publicly accessible? (required). For example, a library, computer lab, resource center, museum, or gallery.

*If Yes, the following two fields are also required:*

- Does the institution provide free or low cost access to the cultural service facilities?
- Description of the institution's publicly accessible facilities that provide cultural services
- Does the institution have at least one on-site facility that provides recreational services and is publicly accessible? (required). For example, a gym, athletic field, fitness trail, or playground.

*If Yes, the following two fields are also required:*

- Does the institution provide free or low cost access to the recreational service facilities?
- Description of the institution's publicly accessible facilities that provide recreational services

# EN 9: Inter-Campus Collaboration

## Rationale

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

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the six criteria listed below. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 9.1

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution participates in one or more <b>sustainability-focused</b> networks for educational institutions.   | 0.6              |               |
| B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.  | 0.6              |               |
| C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution. | 0.6              |               |
| D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability                                | 0.6              |               |

|  |     |                |
|--|-----|----------------|
| responsibilities at another institution during the previous three years.   |     |                |
| E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years. | 0.6 |                |
| F. At least one individual affiliated with the institution has served as a peer reviewer for another institution's sustainability report or data during the previous three years.                            | 0.6 |                |
| <b>Total points earned →</b>   |     | <b>Up to 3</b> |

**Measurement**

Report on current programs and initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

**Documentation**

Report the following information in the online Reporting Tool.

- Does the institution participate in one or more sustainability-focused networks for educational institutions? (required)

*If Yes, the following field is also required:*

- Description of the institution's participation in sustainability-focused networks for educational institutions

- Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years? (required). For example by presenting at a sustainability conference, hosting/presenting a webinar or workshop, and/or authoring an article or case study published by a sustainability network.

*If Yes, the following field is also required:*

- Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions

- Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution? (required). For example, a pathway for students enrolled in a sustainability program or course at a local/regional community college to transfer to a four-year institution.

*If Yes, the following field is also required:*

- Description of institution's sustainability-focused articulation/transfer agreements

- Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years? (required)

*If Yes, the following field is also required:*

- Description of the institution's sustainability mentoring activities
- Has at least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years? (required). For example, serving on a board or committee of a sustainability-focused network or conference or facilitating/leading a sustainability-focused community of practice.

*If Yes, the following field is also required:*

- Description of the institution's leadership roles in inter-campus collaboration
- Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years? (required)

*If Yes, the following field is also required:*

- Description of the institution's peer review activities

## Glossary

**Sustainability-focused** – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems is required.

# Operations (OP)

---

# Buildings & Grounds

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>OP 1: Building Design and Construction</b><br>Applicable to institutions that have completed one or more construction or major renovation projects within the previous five years. | <b>3</b>         |
| 1.1 Percentage of new floor area designed and constructed to green building standards   | 3                |
| <b>OP 2: Building Operations and Maintenance</b><br>Applicable to all institutions.   | <b>5</b>         |
| 2.1 Percentage of existing buildings managed for sustainability performance   | 5                |
| <b>OP 3: Water Use</b><br>Applicable to all institutions.   | <b>7 or 6</b>    |
| 3.1 Potable water use per person  | 2                |
| 3.2 Potable water use per square meter  | 2                |
| 3.3 Systems for water recovery and return   | 1                |
| 3.4 Ratio of water recovered/returned to total water withdrawal   | 2 or 1           |
| <b>OP 4: Ecologically Managed Grounds</b><br>Applicable to institutions with grounds comprising at least one percent of the total campus area.  | <b>5</b>         |
| 4.1 Organic landscaping/grounds services  | 2                |
| 4.2 Ratio of ecologically managed green space to total managed green space  | 3                |
| <b>Maximum points available →</b>   | <b>20</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Buildings & Grounds to its report. See the IL credit catalog for more information.



# OP 1: Building Design and Construction

## Rationale

This credit recognizes institutions that have incorporated sustainability requirements and standards into the design and construction of their buildings.

## Applicability

Applicable to institutions that have completed one or more construction or major renovation projects within the previous five years.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and **major renovation** projects completed within the previous five years have been third party certified to a comprehensive **green building standard** that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in Table I.

Table I. Points earned for indicator 1.1

| Certification status   | Floor area of new building space with each status |   | Total floor area completed within the previous five years |   | Factor |   | Points earned |
|--|---|---|---|---|--------|---|---------------|
| A. Third party certified to a comprehensive green building standard that addresses energy, IEQ, materials/waste, transportation, water, and the ecological |   | ÷ |   | × | 3      | = |               |

|  |  |   |  |   |   |   |  |
|--|--|---|--|---|---|---|--|
| aspects of the site  |  |   |  |   |   |   |  |
| B. Third party certified to a less comprehensive green building standard |  | ÷ |  | × | 2 | = |  |
| C. Built to green building standards, but not third party certified      |  | ÷ |  | × | 1 | = |  |
| Total points earned →  |  |   |  |   |   |   |  |

**Measurement**

Report on the current status of the institution’s buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

**Documentation**

Report the following information in the online Reporting Tool, with floor area figures provided in square meters. To convert square feet, multiply by 0.09290304.

- Total floor area of newly constructed or renovated building space (required). Square meters. Parking structures included.
- Floor area of new building space third party certified to a comprehensive green building standard (required). Square meters. Include only those projects that have achieved third party

certification to a green building standard that addresses energy, IEQ, materials/waste, transportation, water, and the ecological aspects of the site.

- Floor area of new building space third party certified to a less comprehensive green building standard (required). Square meters. Include projects that have achieved third party certification to a green building standard that addresses some, but not all, of the attributes listed above.
- Floor area of new building space built to green building standards, but not third party certified (required). Square meters. Include projects completed in accordance with the institution's custom green building standards or an external green building standard, but that have not been third party certified (including space that is pending certification).
- List and description of building and renovation projects completed within the previous five years (required). Include the standards to which the recent projects were designed and constructed and their certification/verification status.

*If reporting on the institution's custom green building standards, at least one of the following two fields is also required:*

- Online location of the institution's green building standards. Website URL.
- Copy of the institution's green building standards. Upload.

## Glossary

**Green building rating systems** – Tools and certifications used to assess and recognize buildings that meet sustainability requirements or standards. Rating systems vary in their approach and can be applied to the design and construction of new buildings and major renovations or to the operations and maintenance of existing buildings. An extensive – but non-comprehensive – list of green building rating tools may be found on the [World Green Building Council](#) (WorldGBC) website.

**Green building standards** – Formal sets of criteria that go beyond minimum code requirements to raise the bar for energy efficiency, water efficiency, and other sustainability attributes. Green building standards may be administered by government entities, non-governmental organizations, higher education institutions, and/or professional research bodies and typically include third party certification or verification of compliance. Examples include:

- Green building rating systems, including – but not limited to – those administered by World Green Building Council (WorldGBC) member organizations
- Green building codes such as the International Green Construction Code (IgCC) and the California Green Building Standards Code (CALGreen Code)
- Standards such as ASHRAE Standard 189.1 for the Design of High-Performance Green Buildings, CEN/TC 350 standards for sustainable construction, ENERGY STAR, Nearly Zero Energy Buildings (NZEB), and Passive House
- Custom green building standards adopted by the institution, e.g., minimum criteria that are linked to a green building rating system

**Major renovation** – A project that includes major HVAC improvements, significant building envelope modifications, and/or major interior rehabilitation, for example that require occupants to vacate the

space, as specified in a green building standard or rating system or the institution's own policies or standards.

# OP 2: Building Operations and Maintenance

## Rationale

This credit recognizes institutions that operate and maintain their existing buildings in accordance with green building standards.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 5 points are available for this credit.

## Criteria

### 2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a **green building standard**, as detailed in Table I. Incremental points are available and earned as outlined in Table II.

Table I. Building operations and maintenance criteria

| Criterion                                 | Requirements   |
|---|--|
| A. Managed under a green cleaning program | To qualify, building space must be: <ul style="list-style-type: none"><li>Managed under a written green cleaning policy that meets or exceeds the minimum criteria specified in a green building standard</li></ul> AND/OR <ul style="list-style-type: none"><li>Maintained by a cleaning service that is third party certified to the International Sanitary Supply Association (ISSA) Cleaning Industry Management Standard for Green Buildings (CIMS-GB), Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42), or local equivalent in countries where these standards are not available.</li></ul> |
| B. Individually                           | To qualify, energy performance must be tracked and assessed at the building  |

|   |   |
|---|---|
| assessed for energy performance                           | level on at least an annual basis to inform ongoing improvements. Appropriate tools to support these assessments include benchmarking platforms (e.g., ENERGY STAR Portfolio Manager), energy management systems, green building rating tools (e.g., Arc), building performance dashboards, and locally developed benchmarking systems.   |
| C. Individually assessed for IEQ performance              | <p>To qualify, indoor environmental quality must be tracked and assessed on at least an annual basis to inform ongoing improvements. The assessment must be in the form of:</p> <ul style="list-style-type: none"> <li>• A building-level indoor air quality evaluation that addresses inorganic contaminants (e.g., carbon dioxide) and/or volatile organic compounds (VOCs)</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• An occupant satisfaction survey that meets or exceeds the minimum criteria specified in a green building standard.</li> </ul> <p>Passive methodologies such as tracking occupant complaints do not qualify in the absence of active monitoring and measurement.</p> |
| D. Managed or individually assessed for water performance | <p>To qualify:</p> <ul style="list-style-type: none"> <li>• Building space must meet or exceed the minimum criteria for water efficient fixtures, fittings, and equipment specified in a green building standard</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Water performance must be tracked and assessed at the building level on at least an annual basis to inform ongoing improvements. Appropriate tools to support these assessments include benchmarking platforms (e.g., ENERGY STAR Portfolio Manager), green building rating tools (e.g., Arc), and locally developed benchmarking systems.</li> </ul>  |
| E. Third party certified to a green building standard     | To qualify, a certification must be considered valid by the certifying body. A building that was certified to a standard for design and construction, but has not maintained certification as an existing building does not qualify, for example.   |

Table II. Points earned for indicator 2.1

| Criterion | Floor area of existing buildings that meet | Gross floor area of existing building | Factor | Points earned |
|-----------|--|---------------------------------------|--------|---------------|
|-----------|--|---------------------------------------|--------|---------------|

|   | the criteria |   | space |   |   |   |  |
|---|--------------|---|-------|---|---|---|--|
| A. Managed under a green cleaning program                 |              | ÷ |       | × | 1 | = |  |
| B. Individually assessed for energy performance           |              | ÷ |       | × | 1 | = |  |
| C. Individually assessed for IEQ performance              |              | ÷ |       | × | 1 | = |  |
| D. Managed or individually assessed for water performance |              | ÷ |       | × | 1 | = |  |
| E. Third party certified to a green building standard     |              | ÷ |       | × | 1 | = |  |
| <b>Total points earned →</b>                              |              |   |       |   |   |   |  |

**Measurement**

Report on the current status of the institution’s buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

**Documentation**

Report the following information in the online Reporting Tool, with floor area figures provided in square meters. To convert square feet, multiply by 0.09290304.

- **Gross floor area of existing building space** (required). Square meters.
- Floor area of existing buildings managed under a green cleaning program (required). Square meters.

*If greater than zero, at least one of the following three fields is also required:*

- Online location of the institution’s green cleaning policy. Website URL.
- Copy of the institution’s green cleaning policy. Upload.

- Description of the institution’s certified green cleaning service. Include the specific green cleaning standards to which the service is certified.
- Floor area of existing buildings individually assessed for energy performance (required)

*If greater than zero, the following field is also required:*

- Narrative outlining how building-level energy performance is assessed and how the results are used to improve performance. For example, the assessment tools used to track and benchmark performance and how automation settings or efficiency upgrades are informed by the resulting data.
- Floor area of existing buildings individually assessed for indoor environmental quality (IEQ) performance (required). Square meters.

*If greater than zero, the following field is also required:*

- Narrative outlining how building-level IEQ is assessed and how the results are used to improve performance. For example, the assessment tools used to track and benchmark performance and how policies, processes, or infrastructure upgrades are informed by the resulting data.
- Floor area of existing buildings managed or individually assessed for water performance (required). Square meters.

*If greater than zero, at least one of the following three fields is also required:*

- Online location of the institution’s minimum standards for water efficient fixtures, fittings, and equipment. Website URL.
- Copy of the institution’s minimum standards for water efficient fixtures, fittings, and equipment. Upload.
- Narrative outlining how building-level water performance is assessed and how the results are used to improve performance. For example, the assessment tools used to track and benchmark performance and how policies, processes, or infrastructure upgrades are informed by the resulting data.
- Floor area of existing buildings third party certified to a green building standard (required). Square meters.

*If greater than zero, at least one the following two fields is also required:*

- List of the institution’s existing buildings and their green building certifications
- Inventory of the institution’s existing buildings and their green building certifications. Upload.

The Reporting Tool will automatically calculate the following five figures:

- Percentage of existing buildings managed under a green cleaning program



- Percentage of existing buildings assessed for energy performance
- Percentage of existing buildings assessed for IEQ performance
- Percentage of existing buildings managed or assessed for water performance
- Percentage of existing buildings third party certified to a green building standard

## Glossary

**Green building rating systems** – Tools and certifications used to assess and recognize buildings that meet sustainability requirements or standards. Rating systems vary in their approach and can be applied to the design and construction of new buildings and major renovations or to the operations and maintenance of existing buildings. An extensive – but non-comprehensive – list of green building rating tools may be found on the [World Green Building Council](#) (WorldGBC) website.

**Green building standards** – Formal sets of criteria that go beyond minimum code requirements to raise the bar for energy efficiency, water efficiency, and other sustainability attributes. Green building standards may be administered by government entities, non-governmental organizations, higher education institutions, and/or professional research bodies and typically include third party certification or verification of compliance. Examples include:

- Green building rating systems, including – but not limited to – those administered by World Green Building Council (WorldGBC) member organizations
- Green building codes such as the International Green Construction Code (IgCC) and the California Green Building Standards Code (CALGreen Code)
- Standards such as ASHRAE Standard 189.1 for the Design of High-Performance Green Buildings, CEN/TC 350 standards for sustainable construction, ENERGY STAR, Nearly Zero Energy Buildings (NZEB), and Passive House
- Custom green building standards adopted by the institution, e.g., minimum criteria that are linked to a green building rating system

**Gross floor area of building space** – 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. Unless otherwise specified, unoccupied buildings and parking structures are excluded. 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; an institution 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.

# OP 3: Water Use

## Rationale

This credit recognizes institutions that are using water efficiently, recovering water for use or reuse, and using green infrastructure to replenish surface water or groundwater.

## Applicability

Applicable to all institutions.

## Points available

A total of either 7 or 6 points are available for this credit as outlined in Table I. Indicator 3.4 is weighted more heavily for institutions located in areas with high levels of water quantity risk and less heavily for institutions in areas with low or medium levels of water quantity risk as determined by the World Resources Institute [Aqueduct Water Risk Atlas](#).

Table I. Points available for water use

| Level of water quantity risk    | Points available for indicator 3.1 | Points available for indicator 3.2 | Points available for indicator 3.3 | Points available for indicator 3.4 | Total points available |
|---------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------|
| Low, Low-medium, or Medium-high | 2                                  | 2                                  | 1                                  | 1                                  | 6                      |
| High or Extremely high          | 2                                  | 2                                  | 1                                  | 2                                  | 7                      |

## Criteria

### 3.1 Potable water use per person

An institution earns 2 points when its annual **potable water** use per **full-time equivalent** of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark, and earned as outlined in Tables II through VI.

Table II. Performance range by peer group, potable water per person

| Peer group   | A. Maximum threshold      |   | B. Benchmark            |   | C. Range |
|--|---------------------------|---|-------------------------|---|----------|
| Associate's colleges, short-cycle institutions, and pre-tertiary schools | 24,195 liters per person  | - | 599 liters per person   | = | 23,596   |
| Baccalaureate colleges and boarding schools                              | 103,202 liters per person | - | 3,459 liters per person | = | 99,743   |
| Master's colleges and universities                                       | 57,784 liters per person  | - | 3,136 liters per person | = | 54,648   |
| Doctoral universities and research institutions                          | 62,530 liters per person  | - | 4,135 liters per person | = | 58,395   |

Table III. Annual potable water use

| Potable water from off-site sources |   | Potable water from on-site sources |   | Annual potable water use |
|-------------------------------------|---|------------------------------------|---|--------------------------|
|                                     | + |                                    | = |                          |

Table IV. Full time equivalent students and employees

| Full-time equivalent student enrollment |   | Full-time equivalent of employees |   | Full-time equivalent students and employees |
|---|---|-----------------------------------|---|---|
|   | + |                                   | = |   |

Table V. Annual potable water use per person (liters)

| Annual potable water use (Table III) |   | Conversion factor |   | Full-time equivalent students and employees (Table IV) |   | Annual potable water use per person |
|--------------------------------------|---|-------------------|---|--|---|-------------------------------------|
|                                      | × | 1,000             | ÷ |  | = |                                     |

Table VI. Points earned for indicator 1.1

| Maximum threshold (Table II, column A) |   | Annual potable water use per person (Table V) |   | Range (Table II, column C) |   | Points available |   | Points earned |
|--|---|---|---|----------------------------|---|------------------|---|---------------|
|  | - |   | ÷ |                            | × | 2                | = |               |

## Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

## Documentation

Report the following information in the online Reporting Tool, with water use figures provided in cubic meters. To convert US gallons, multiply by 0.00378541. To convert liters, multiply by 0.001.

- Level of water quantity risk for the institution’s main campus (required). Report the level of PHYSICAL RISKS QUANTITY as determined by the World Resources Institute [Aqueduct Water Risk Atlas](#).
  - Low
  - Low-medium
  - Medium-high
  - High
  - Extremely high
- Performance year for water use (required). The year the performance period ended.
- Peer group (required)
  - Associate’s, short-cycle, and distance learning institutions
  - Baccalaureate colleges and boarding schools
  - Master’s colleges and universities
  - Doctoral universities and research institutions
- Potable water from off-site sources (required). Cubic meters. Report the total annual volume of incoming water that meets or is treated to local or national drinking water standards,

irrespective of its end use (e.g., whether it is used indoors or outdoors). Off-site potable water is typically supplied by a municipality or water utility and documented in utility bills.

- **Reclaimed water from off-site sources (required).** Cubic meters. Report the total annual volume of incoming wastewater that has been diverted for a beneficial use such as irrigation. Off-site reclaimed water is typically supplied by a municipality or water utility and documented in utility bills.
- **Other off-site water sources (required).** Cubic meters. Include surface water, groundwater, and seawater piped to the institution that does not or may not meet local or national drinking water standards.
- **Potable water from on-site sources (required).** Cubic meters. Report the total annual volume of water from wells, surface water, and other sources within the institutional boundary that meets or is treated to local or national drinking water standards, irrespective of its end use (e.g., whether it is used indoors or outdoors).
- **Other on-site water sources (required).** Cubic meters. Include water withdrawn from on-site wells, bore wells, other groundwater sources, and surface water (e.g., lakes and streams) that does not or may not meet local or national drinking water standards. Rainwater harvested on-site for storage and use and water recovered on-site for reuse is excluded.
- Full-time equivalent student enrollment (required)
- Full-time equivalent of employees (required)

The Reporting Tool will automatically calculate the following three figures:

- Annual potable water use. Cubic meters.
- Full-time equivalent students and employees
- Annual potable water use per person. Liters.

### 3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark and earned as outlined in Tables VII through IX.

Table VII. Performance range by peer group, potable water use per square meter

| Peer group   | A. Maximum threshold          |   | B. Benchmark               |   | C. Range |
|--|-------------------------------|---|----------------------------|---|----------|
| Associate’s colleges, short-cycle institutions, and pre-tertiary schools | 1,529 liters per square meter | - | 57 liters per square meter | = | 1,472    |

|   |                               |   |                             |   |       |
|---|-------------------------------|---|-----------------------------|---|-------|
| Baccalaureate colleges and boarding schools     | 1,855 liters per square meter | - | 108 liters per square meter | = | 1,747 |
| Master's colleges and universities              | 1,725 liters per square meter | - | 202 liters per square meter | = | 1,523 |
| Doctoral universities and research institutions | 2,011 liters per square meter | - | 362 liters per square meter | = | 1,649 |

Table VIII. Annual potable water use per square meter (liters)

|                                      |   |                   |   |                                    |   |   |
|--------------------------------------|---|-------------------|---|------------------------------------|---|---|
| Annual potable water use (Table III) |   | Conversion factor |   | Gross floor area of building space |   | Annual potable water use per square meter |
|                                      | × | 1,000             | ÷ |                                    | = |   |

Table IX. Points earned for indicator 1.2

|   |   |  |   |                             |   |                  |   |               |
|---|---|--|---|-----------------------------|---|------------------|---|---------------|
| Maximum threshold (Table VII, column A) |   | Annual potable water use per square meter (Table VIII) |   | Range (Table VII, column C) |   | Points available |   | Points earned |
|   | - |  | ÷ |                             | × | 2                | = |               |

**Measurement**

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

**Documentation**

Report the following information in the online Reporting Tool, with the gross floor area figure provided in square meters. To convert square feet, multiply by 0.09290304.

- **Gross floor area of building space** (required). Square meters. Parking structures excluded.

The Reporting Tool will automatically calculate the following figure:

- Annual potable water use per unit of floor area. Liters per square meter.

### 3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site **green infrastructure (GI)**. Partial points are available and earned as outlined in Table X.

Table X. Points earned for indicator 3.3

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution harvests rainwater on-site for storage and use.   | 0.33             |               |
| B. Institution recovers water on-site for reuse.   | 0.33             |               |
| C. Institution collects and returns water to surface water or groundwater through on-site green infrastructure (GI). | 0.33             |               |
| Total points earned →  |                  |               |

#### Measurement

Report on current practices and existing infrastructure.

#### Documentation

Report the following information in the online Reporting Tool.

- Does the institution harvest rainwater on-site for storage and use? (required)
  - If Yes, the following field is also required:*
    - Narrative and/or website URL providing an overview of the institution’s on-site rainwater harvesting systems
- Does the institution recover water on-site for reuse? (required). Examples include the recovery and reuse of greywater, sump pump water, air-cooling condensate, reject water from water purification systems, and wastewater.
  - If Yes, the following field is also required:*
    - Narrative and/or website URL providing an overview of the institution’s on-site water recovery and reuse systems
- Does the institution collect and return water to surface water or groundwater through on-site green infrastructure? (required). Examples include rain gardens, bioswales, permeable pavement, and nature-based wastewater systems.

If Yes, the following field is also required:

- Narrative and/or website URL providing an overview of the institution’s on-site green infrastructure

### 3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total **water withdrawal**. Incremental points are available and earned as outlined in Tables XI through XIII.

Table XI. Annual volume of water recovered and/or returned

| Source or method  | Volume |
|---|--------|
| A. Reclaimed water from off-site sources (from indicator 3.1)                                   |        |
| B. Rainwater harvested on-site for storage and use (if estimate is available)                   |        |
| C. Water recovered on-site for reuse (if estimate is available)                                 |        |
| D. Water collected and returned through on-site green infrastructure (if estimate is available) |        |
| <b>Total →</b>  |        |

Table XII. Total water withdrawal

| Source (all figures from indicator 3.1)    | Volume |
|--|--------|
| A. Potable water use from off-site sources |        |
| B. Reclaimed water from off-site sources   |        |
| C. Other off-site water sources            |        |
| D. Potable water use from on-site sources  |        |



|                                |  |
|--------------------------------|--|
| E. Other on-site water sources |  |
| Total →                        |  |

Table XIII. Points earned for indicator 3.4

| Annual volume of water recovered and/or returned (Table XI) |   | Total water withdrawal (Table XIII) |   | Points available |   | Points earned |
|---|---|-------------------------------------|---|------------------|---|---------------|
|   | ÷ |                                     | × | See Table I      | = |               |

### Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the [US Environmental Protection Agency](#) (EPA).

### Documentation

Report the following information in the online Reporting Tool, with water use figures provided in cubic meters. To convert US gallons, multiply by 0.00378541. To convert liters, multiply by 0.001.

- Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site? (required)

*If Yes, the following narrative field and at least one of the three quantitative fields are also required.*

- Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site
- Estimated volume of rainwater harvested on-site for storage and use. Cubic meters.
- Estimated volume of water recovered on-site for reuse. Cubic meters.
- Estimated volume of water collected and returned through on-site green infrastructure. Cubic meters.

The Reporting Tool will automatically calculate the following three figures:

- Annual volume of water recovered and/or returned. Cubic meters.
- Total water withdrawal. Cubic meters.

- Ratio of water recovered/returned to total water withdrawal

## Glossary

**Full-time equivalent (FTE)** – A unit used to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week. An institution should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards. IPEDS, for example, calculates the number of FTE staff by summing the total number of full-time staff and adding one-third of the total number of part-time staff. [Adapted from the definition used by Eurostat.]

**Green infrastructure (GI)** – Systems and practices that use or mimic natural processes to infiltrate, evapotranspire (the return of water to the atmosphere either through evaporation or by plants), or reuse stormwater or runoff on the site where it is generated. Examples include rainwater harvesting, downspout disconnection, rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, nature-based wastewater systems, and urban tree canopy. [Adapted from the work of the US Environmental Protection Agency (EPA).]

**Gross floor area of building space** – 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. Unless otherwise specified, unoccupied buildings and parking structures are excluded. 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; an institution cannot choose to include some leased spaces and omit others. If an institution chooses to include leased spaces, the institution should count only the square footage of building space it occupies and not the entire building.

**Potable water** – Water that meets local and/or national drinking water standards (also known as “finished water”). By contrast, non-potable water is water that does not - or may not - meet drinking water quality standards.

**Water withdrawal** – The total volume of water (potable and non-potable) taken from groundwater, surface water, seawater, and off-site sources. [Adapted from the definition used by the Global Reporting Initiative (GRI).]

# OP 4: Ecologically Managed Grounds

## Rationale

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

## Applicability

Applicable to institutions with grounds comprising at least one percent of the total campus area.

## Points available

A maximum of 5 points are available for this credit.

## Criteria

### 4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials **approved for organic use** are used). Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 4.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution’s landscaping/grounds services employ a written <b>Integrated Pest Management (IPM)</b> protocol that follows a four-tiered approach: <ol style="list-style-type: none"> <li>1) Set action thresholds</li> <li>2) Monitor and identify pests</li> <li>3) Prevent or remove conditions that attract pests</li> <li>4) Control</li> </ol> | 0.5              |               |
| B. Institution’s landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds.  | 0.5              |               |
| C. Institution’s landscaping/grounds services manage   | 0.5              |               |

|  |   |         |
|--|---|---------|
| one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides.                     |   |         |
| D. Institution's landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides | 2 |         |
| Total points earned →  |   | Up to 2 |

## Measurement

Report on the current status of the institution's programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution's organic IPM plan/protocol or equivalent.

## Documentation

Report the following information in the online Reporting Tool.

- Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach? (required). The protocol may be published by the institution or its primary landscaping/grounds services contractor.

*If Yes, at least one of the following two fields is also required:*

- Online location of the institution's IPM protocol. Website URL.
- Copy of the institution's IPM protocol. Upload.

- Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds? (required). The inventory may be published by the institution or its primary landscaping/grounds services contractor and, as a best practice, should include the volume/weight and/or spend amount for each chemical used.

*If Yes, at least one of the following two fields is also required:*

- Online location of the institution's chemical inventory. Website URL.

- Copy of the institution’s most recent chemical inventory. Upload.
- Do the institution’s landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides? (required).

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s organic landscaping/grounds policies and practices. Include, for example, information about how compliance is assured and a description of relevant sites or pilot projects.
- Have the institution’s landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides? (required). I.e., only materials approved for organic use are used.

*If Yes, at least one of the following fields is also required:*

- Online resource affirming the organic status of the institution’s landscaping/grounds services. Website URL.
- Document affirming the organic status of the institution’s landscaping/grounds services. Upload.

## 4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area **protected or restored** or otherwise managed ecologically is equal to or greater than the total area of managed campus **green space**. Incremental points are available and earned as outlined in Table II.

Table II. Points earned for indicator 4.2

| Attribute                | Area |   | Total area of managed green space |   | Factor |   | Points earned |
|--------------------------|------|---|-----------------------------------|---|--------|---|---------------|
| A. Protected or restored |      | ÷ |                                   | × | 3      | = |               |
| B. <b>Tree canopy</b>    |      | ÷ |                                   | × | 2      | = |               |
| C. Managed organically   |      | ÷ |                                   | × | 1      | = |               |
| Total points earned →    |      |   |                                   |   |        |   | Up to 3       |

## Measurement

Report on the current status of the institution's grounds. Include the total area of green space actively managed within the institution's STARS reporting boundary, e.g., by the institution's in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution's discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use [i-Tree Tools](#) or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II. For further guidance, see the [STARS Help Center](#).

## Documentation

Report the following information in the online Reporting Tool, with area figures provided in hectares. To convert acres, multiply by 0.404686.

- Total area of managed green space. Hectares.
- Area protected or restored. Hectares. Report habitat areas protected and/or restored as healthy and functioning ecosystems.
- Area of tree canopy. Hectares. Report the total area of tree canopy, irrespective of whether it overlays green space or not. For example, the canopy of street trees may be included.
- Area managed organically. Hectares. Report the total area of green space actively managed (e.g., by in-house and/or contracted landscaping/grounds services) without the use of synthetic fertilizers, pesticides, fungicides, or herbicides.

The Reporting Tool will automatically calculate the following three fields:

- Ratio of areas protected or restored to total managed green space
- Ratio of tree canopy to total managed green space
- Ratio of areas managed organically to total managed green space

# Glossary

**Approved for organic use** – Products and materials may be approved for organic use by a regional or national organic program or organic land management standard. To identify an appropriate standard, see the [IFOAM - Organic International Family of Standards](#). In the US, for example, the national organic program recognizes [OMRI Listed products](#) and [minimum risk pesticides exempted from FIFRA registration](#) as approved for organic use.

**Green infrastructure (GI)** – Systems and practices that use or mimic natural processes to infiltrate, evapotranspire (the return of water to the atmosphere either through evaporation or by plants), or reuse stormwater or runoff on the site where it is generated. Examples include rainwater harvesting, downspout disconnection, rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, nature-based wastewater systems, and urban tree canopy. [Adapted from the work of the US Environmental Protection Agency (EPA).]

**Green space** – Vegetated areas, water bodies, and nature-based features that provide ecosystem services. Examples include:

- Natural/semi-natural areas
- Agroecosystems such as farms and gardens
- Vegetated recreation areas such as parks, lawns, and athletic fields
- Green infrastructure such as bioswales, detention/retention ponds, nature-based wastewater systems, and rain gardens.

**Integrated pest management (IPM)** – A four-tiered approach to pest management - sometimes referred to as Plant Health Care (PHC) when applied to landscape management - that employs a combination of biological, cultural, physical/mechanical, and chemical management tools to solve pest problems while minimizing risks to people and the environment. IPM is not a single pest control method but, rather, a series of pest management evaluations, decisions, and controls. Although every IPM program is different, successful programs use the same four-tiered approach:

- 1) Set action thresholds
- 2) Monitor and identify pests
- 3) Prevent or remove conditions that attract pests
- 4) Control

[Adapted from the work of the US Environmental Protection Agency (EPA).]

**Natural/semi-natural areas** – Viable ecological assemblages of plant and/or animal species of largely native origin and/or where human activity has not essentially modified an area's primary ecological functions and species composition (natural areas) and ecological assemblages that have been substantially modified in their composition, balance, or function by human activities (semi-natural areas). [Adapted from the work of the UN Environment World Conservation Monitoring Center (UNEP-WCMC).] Examples include:

- Native woodlands
- Managed forests
- Natural water bodies and wetlands
- Modified water bodies and wetlands
- Transitional woodland/scrub
- Undeveloped open spaces (e.g., dunes, sand, or stone)

- Natural grassland
- Vegetated areas where the majority of plants are native or adapted and provide habitat (e.g., managed meadows).

**Protected or restored** – Habitat areas that are protected from any harm during operational activities and where the environment remains in its original state with a healthy and functioning ecosystem and habitat areas that were used during or affected by operational activities, but where remediation measures have either restored the environment to its original state, or to a state where it has a healthy and functioning ecosystem. [Adapted from the Global Reporting Initiative (GRI) standard on biodiversity and the work of the International Union for Conservation of Nature (IUCN).]

**Tree canopy** – The layer of leaves, branches, and stems of trees that cover the ground when viewed from above. [Adapted from the definition used by the US Forest Service.]



# Energy & Climate

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>OP 5: Energy Use</b><br>Applicable to all institutions.                | <b>10</b>        |
| 5.1 Energy consumption per square meter                                   | 3                |
| 5.2 Energy consumption per person   | 3                |
| 5.3 Percentage of energy from renewable sources                           | 3                |
| 5.4 Percentage of electricity from on-site or certified renewable sources | 1                |
| <b>OP 6: Greenhouse Gas Emissions</b><br>Applicable to all institutions.  | <b>16</b>        |
| 6.1 Greenhouse gas emissions inventory and disclosure                     | 4                |
| 6.2 Greenhouse gas emissions per square meter                             | 4                |
| 6.3 Greenhouse gas emissions per person                                   | 4                |
| 6.4 Adjusted net greenhouse gas emissions                                 | 4                |
| <b>Maximum points available→</b>  | <b>26</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Energy & Climate to its report. See the IL credit catalog for more information.

# OP 5: Energy Use

## Rationale

This credit recognizes institutions that are improving the energy efficiency of their buildings and supporting the use and development of energy from clean and renewable sources.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 10 points are available for this credit.

## Criteria

### 5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in Tables I through IV.

Table I. Performance range by peer group

| Peer group  | A. Maximum threshold                      |   | B. Benchmark             |   | C. Range |
|---|---|---|--------------------------|---|----------|
| Associate's colleges, short-cycle institutions and pre-tertiary schools | 698 kilowatt-hours (kWh) per square meter | - | 149 kWh per square meter | = | 549      |
| Baccalaureate colleges and boarding schools                             | 537 kWh per square meter                  | - | 144 kWh per square meter | = | 393      |
| Master's colleges and universities                                      | 428 kWh per square meter                  | - | 103 kWh per square meter | = | 325      |
| Doctoral universities and research institutions                         | 688 kWh per square meter                  | - | 123 kWh per square meter | = | 565      |

Table II. Total annual energy consumption (MWh)

|                               |   |                                   |   |   |   |                                 |
|-------------------------------|---|-----------------------------------|---|---|---|---------------------------------|
| Total electricity consumption |   | Total stationary fuel consumption |   | Total heating and cooling from off-site sources |   | Total annual energy consumption |
|                               | + |                                   | + |   | = |                                 |

Table III. Annual energy consumption per square meter (kWh)

|  |   |                   |   |                                    |   |  |
|--|---|-------------------|---|------------------------------------|---|--|
| Total annual energy consumption (Table II) |   | Conversion factor |   | Gross floor area of building space |   | Annual energy consumption per square meter |
|  | × | 1,000             | ÷ |                                    | = |  |

Table IV. Points earned for indicator 5.1

|                                       |   |  |   |                           |   |                  |   |               |
|---------------------------------------|---|--|---|---------------------------|---|------------------|---|---------------|
| Maximum threshold (Table I, column A) |   | Annual energy consumption per square meter (Table III) |   | Range (Table I, column C) |   | Points available |   | Points earned |
|                                       | - |  | ÷ |                           | × | 3                | = |               |

## Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

## Documentation

Report the following information in the online Reporting Tool, converting **site energy** figures to megawatt-hours (MWh) using the [STARS energy calculator](#) or an equivalent resource.

- Performance year for energy use (required). The year the performance period ended.
- Peer group (required)
  - Associate’s colleges, short-cycle institutions, and pre-tertiary schools
  - Baccalaureate colleges and boarding schools

- Master's colleges and universities
- Doctoral universities and research institutions
- **Gross floor area of building space** (required). Square meters. To convert square feet to square meters, multiply by 0.09290304. Parking structures are excluded.

## Electricity

- **Electricity generated by on-site renewable systems** (required). Megawatt-hours. Include the total amount of electricity generated by renewable systems located on campus, including power exported to the grid.

*If the preceding figure is greater than zero, the following two fields are also required:*

- **Description of the on-site renewable systems**
- **On-site renewable electricity exported**. Megawatt-hours. This figure is subtracted from the renewable generation figure to calculate annual energy consumption.
- **Electricity from off-site sources** (required). Megawatt-hours. Include all electricity procured from off-site suppliers.

## Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

- **Natural gas** (required). Megawatt-hours.
- **Propane/LPG** (required). Megawatt-hours.
- **Heating oil** (required). Megawatt-hours.
- **Coal/coke** (required). Megawatt-hours.
- **Bioenergy products** (required). Megawatt-hours.
- **Other stationary fuels** (required). Megawatt-hours.

## Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

- **Steam from off-site sources** (required). Megawatt-hours.
- **Hot water from off-site sources** (required). Megawatt-hours.
- **Chilled water from off-site sources** (required). Megawatt-hours.

The Reporting Tool will automatically calculate the following five figures:

- Total electricity consumption. Megawatt-hours.
- Total stationary fuel consumption. Megawatt-hours.
- Total heating and cooling from off-site sources. Megawatt-hours.
- Total annual energy consumption. Megawatt-hours.
- Annual energy consumption per unit of floor area. Kilowatt-hours per square meter.

## 5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per **full-time equivalent** of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution’s performance between a maximum threshold and the benchmark and earned as outlined in Tables V through VIII.

Table V. Performance range by peer group

| Peer group   | A. Maximum threshold  |   | B. Benchmark         |   | C. Range |
|--|-----------------------|---|----------------------|---|----------|
| Associate’s colleges, short-cycle institutions, and pre-tertiary schools | 11,731 kWh per person | - | 1,123 kWh per person | = | 10,608   |
| Baccalaureate colleges and boarding schools                              | 31,005 kWh per person | - | 2,419 kWh per person | = | 28,586   |
| Master’s colleges and universities                                       | 17,895 kWh per person | - | 1,282 kWh per person | = | 16,613   |
| Doctoral universities and research institutions                          | 28,585 kWh per person | - | 2,830 kWh per person | = | 25,755   |

Table VI. Full time equivalent students and employees

| Full-time equivalent student enrollment |   | Full-time equivalent of employees |   | Full-time equivalent students and employees |
|---|---|-----------------------------------|---|---|
|   | + |                                   | = |   |

Table VII. Annual energy consumption per person (kWh)

| Total annual energy consumption (Table II) |  | Conversion factor |  | Full-time equivalent students and employees (Table VI) |  | Annual energy consumption per person |
|--|--|-------------------|--|--|--|--------------------------------------|
|  |  |                   |  |  |  |                                      |

|  |   |       |   |  |   |  |
|--|---|-------|---|--|---|--|
|  | × | 1,000 | ÷ |  | = |  |
|--|---|-------|---|--|---|--|

Table VIII. Points earned for indicator 5.2

| Maximum threshold (Table V, column A) |   | Annual energy consumption per person (Table VII) |   | Range (Table V, column C) |   | Points available |   | Points earned |
|---------------------------------------|---|--|---|---------------------------|---|------------------|---|---------------|
|                                       | - |  | ÷ |                           | × | 3                | = |               |

### Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

### Documentation

Report the following information in the online Reporting Tool.

- Full-time equivalent student enrollment (required)
- Full-time equivalent of employees (required)

The Reporting Tool will automatically calculate the following two figures:

- Full-time equivalent students and employees
- Annual energy consumption per person. Kilowatt-hours.

## 5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from **renewable sources**. Incremental points are available and earned as outlined in Tables IX through XIV.

Table IX. Electricity from on-site renewable systems, rights retained/retired

| Electricity generated by on-site renewable systems (reported for indicator 5.1) |   | Energy attribute certificates (EACs) sold or not owned by the institution |   | Electricity from on-site renewable systems, rights retained/retired |
|---|---|---|---|---|
|   | - |   | = |   |

Table X. Electricity from renewable sources

| Source/type   | MWh |
|---|-----|
| A. Electricity from on-site renewable systems, rights retained/retired (Table IX) |     |
| B. Electricity from certified off-site renewable sources                          |     |
| C. Electricity from uncertified off-site renewable sources                        |     |
| D. Certified unbundled EACs   |     |
| <b>Total* →</b>   |     |

\* The sum of B, C, and D cannot exceed electricity from off-site sources reported for indicator 5.1.

Table XI. Renewable stationary fuels

| Source/type  | MWh |
|--|-----|
| A. Certified bioenergy products                              |     |
| B. Uncertified biomethane from organic waste or landfill gas |     |
| <b>Total →</b>   |     |

Table XII. Heating and cooling from off-site renewable sources

| Source/type  | MWh |
|--|-----|
| A. Heating and cooling from certified off-site renewable sources   |     |
| B. Heating and cooling from uncertified off-site renewable sources |     |
| <b>Total →</b>   |     |

Table XIII. Annual renewable energy consumption

| Electricity from renewable sources (Table X) |   | Renewable stationary fuels (Table XI) |   | Heating and cooling from off-site renewable sources (Table XII) |   | Total |
|--|---|---------------------------------------|---|---|---|-------|
|  | + |                                       | + |   | = |       |

Table XIV. Points earned for indicator 5.3

| Annual renewable energy consumption (Table XIII) |   | Total annual energy consumption (Table II) |   | Points available |   | Points earned |
|--|---|--|---|------------------|---|---------------|
|  | ÷ |  | × | 3                | = |               |

## Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's **residual supply** that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the [STARS Help Center](#).

## Documentation

Report the following information in the online Reporting Tool, with energy figures provided in megawatt-hours (MWh). Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided.

### Contractual instruments for renewable electricity

- **Energy attribute certificates (EACs) sold or not owned by the institution (required).** Megawatt-hours. Report the amount of on-site renewable electricity used on-site, but for which the institution does not have the right to claim the renewable attributes. This may include energy attribute certificates (EACs) and equivalent contractual instruments that have been sold by the institution (directly or through arbitrage) and electricity for which the rights to the renewable attributes are otherwise owned by another entity.
- **Electricity from certified off-site renewable sources (required).** Megawatt-hours. Include electricity products that 1) bundle delivered electricity with EACs or equivalent contractual instruments that document and give the institution the right to claim the renewable attributes of the electricity delivered and 2) are certified by the Green-e® Energy program, EKOenergy, the Low Impact Hydropower Institute (LIHI), UL ECOLOGO®, or AASHE-approved equivalent.

*If the amount of certified renewable electricity products is greater than zero, the following field is also required:*

- Description of the certified off-site renewable sources of electricity



- Electricity from uncertified off-site renewable sources (required). Megawatt-hours. Include any remaining electricity procured through green power purchasing programs, power purchase agreements (PPAs), and/or equivalent products that bundle delivered electricity with EACs or equivalent contractual instruments that document and give the institution the right to claim the renewable attributes of the electricity delivered.

*If the amount of uncertified off-site renewable electricity products is greater than zero, the following field is also required:*

- Description of the uncertified off-site renewable sources of electricity
- Certified unbundled EACs (required). Megawatt-hours. Include RECs, GOs, and I-RECs that are 1) procured independently of delivered electricity and 2) certified by EKOenergy, the Green-e® Energy program, or AASHE-approved equivalent. This may include EACs obtained through arbitrage.

*If the amount of certified unbundled EACs is greater than zero, the following field is also required:*

- Description of the certified unbundled EACs. Include information about each product for which points are being claimed, including the specific certification and contract timeframe.

## Renewable stationary fuels

Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

- Certified bioenergy products (required). Megawatt-hours. Include solid biomass, liquid biofuels, and biogas products that are certified by EKOenergy, the Green-e® Renewable Fuels program, the Roundtable on Sustainable Biofuels (RSB), or AASHE-approved equivalent. Unless otherwise specified in an approved standard, qualifying products are limited to those originating from biogenic waste, production residues, and short rotation woody crops.

*If the amount of certified bioenergy products is greater than zero, the following field is also required:*

- Description of the certified bioenergy products
- Uncertified biomethane from organic waste or landfill gas (required). Megawatt-hours. Include biomethane, also known as renewable natural gas (RNG), from 1) projects that use anaerobic digestion to convert the energy in organic feedstocks (e.g., food waste, landscaping waste, and wastewater) into fuel and/or 2) landfill gas (LFG) methane projects that capture biogas produced in a landfill and process the gas into biomethane. To qualify, the renewable attributes of the fuel must be retained or retired on behalf of the institution (or a group including the institution) and no other entities can lay claim to the attributes from the same megawatt-hour of energy.

*If the amount of uncertified biomethane is greater than zero, the following field is also required:*

- Description of the uncertified biomethane products

#### Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource.

- Heating and cooling from certified off-site renewable sources (required). Megawatt-hours. Include district heating and cooling products that are certified by EKOenergy or AASHE-approved equivalent.

*If the amount of certified heating and cooling from off-site renewable sources is greater than zero, the following field is also required:*

- Description of the certified off-site renewable sources of heating and cooling
- Heating and cooling from uncertified off-site renewable sources (required). Megawatt-hours. Include district heating and cooling products sourced during the performance year that meet EKOenergy baseline criteria for renewable heat or cold or AASHE-approved equivalent. To qualify, the renewable attributes of the thermal energy must be retained or retired on behalf of the institution (or a group including the institution) and no other entities can lay claim to the attributes from the same megawatt-hour of energy.

*If the amount of uncertified heating and cooling from off-site renewable sources is greater than zero, the following field is also required:*

- Description of the uncertified off-site renewable sources of heating and cooling

#### Demand reduction (optional)

- Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy (optional)

The Reporting Tool will automatically calculate the following six figures:

- Electricity from on-site renewable systems, rights retained/retired. Megawatt-hours.
- Electricity from renewable sources. Megawatt-hours.
- Renewable stationary fuels. Megawatt-hours.
- Heating and cooling from off-site renewable sources. Megawatt-hours.
- Annual renewable energy consumption. Megawatt-hours.
- Percentage of energy from renewable sources

## 5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in Tables XV and XVI.

Table XV. On-site and third party certified renewable power

| Option (all figures reported for indicator 5.2)                        | MWh |
|--|-----|
| A. Electricity from on-site renewable systems, rights retained/retired |     |
| B. Electricity from certified off-site renewable sources               |     |
| C. Certified unbundled EACs  |     |
| <b>Total →</b>   |     |

Table XVI. Points earned for indicator 5.4

| On-site and third party certified renewable power (Table XV) |   | Total electricity consumption (reported for indicator 5.1) |   | Points available |   | Points earned |
|--|---|--|---|------------------|---|---------------|
|  | ÷ |  | × | 1                | = | Up to 1       |

### Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

### Documentation

The Reporting Tool will automatically calculate the following two figures:

- On-site and/or third party certified renewable power. Megawatt-hours.
- Percentage of electricity from on-site and/or third party certified renewable sources

### Glossary

**Energy attribute certificates (EACs)** – Contractual instruments that represent and convey all attributes of renewable electricity generation, without requiring that the electricity itself be sold with the attributes. When a generator delivers electricity to the grid, it is able to sell these attributes in the

form of an EAC to another party who draws electricity from the grid, as a means of tracking who is buying and using the renewable electricity. Examples of EACs include:

- Renewable Energy Certificates (RECs): market-based instruments that represent the rights to the environmental, social, and other non-power attributes of renewable electricity generation.
- Guarantees of Origin (GOs): Certificates issued by European energy authorities to certify that electricity was produced from renewable energy sources.
- International RECs (I-RECs): a type of energy attribute certificate intended for regions without an existing or reliable energy attribute tracking framework.

**Full-time equivalent (FTE)** – A unit used to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week. An institution should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards. IPEDS, for example, calculates the number of FTE staff by summing the total number of full-time staff and adding one-third of the total number of part-time staff. [Adapted from the definition used by Eurostat.]

**Gross floor area of building space** – The total amount of building space 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. Unless otherwise specified, parking structures are excluded. 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, but for which the institution is one of multiple tenants may be excluded. If the institution chooses to include such buildings, it should include all multi-tenant buildings that are within the institution's overall STARS boundary and for which the institution is a tenant. 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.

**Renewable sources** – Energy sources that are inexhaustible, i.e., that restore themselves over short periods of time and do not diminish. The following energy sources qualify as renewable:

- Solar
- Wind
- Geothermal
- Hydropower
- Ocean-based energy captured through tidal, wave, or ocean thermal energy conversion technologies
- Solid, liquid, and gaseous forms of biomass from biogenic waste, production residues, and/or short rotation woody crops
- Renewable hydrogen (hydrogen produced using electricity from renewable sources)

[Adapted from the definitions used by the Center for Resource Solutions (CRS) and the US Environmental Protection Agency (EPA).]

**Residual supply** – The mix of generation supplying the electrical grid that has not been exclusively claimed by consumers. For example, the mix of electricity supplied to an institution through the grid once all exclusive renewable energy purchasing claims (e.g., as documented in the form of EACs and other contractual instruments) have been removed is referred to as the residual supply.

**Site energy** – The amount of heat and electricity consumed by a building as reflected in utility bills. Site energy may be delivered to a facility in one of two forms. Primary energy is the raw fuel that is burned to create heat and electricity, such as natural gas or fuel oil. Secondary energy is the energy product created from a raw fuel, such as electricity purchased from the grid or heat received from a district steam system. When an institution purchases a raw fuel (e.g., natural gas) to produce thermal energy and/or electricity on site, only the fuel input should be included in the institution's total site energy use. To include both the raw fuel and the resulting energy would be duplicative. [Adapted from the definition used by ENERGY STAR Portfolio Manager.]

# OP 6: Greenhouse Gas Emissions

## Rationale

This credit recognizes institutions that minimize their greenhouse gas (GHG) emissions from stationary and mobile fuel combustion, on-site equipment and processes, and off-site energy sources.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 16 points are available for this credit.

## Criteria

### 6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the sources listed below. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 6.1

| Criterion                       | Points available   |                 | Points earned |
|---------------------------------|--------------------|-----------------|---------------|
| A. Scope 1 and 2 GHG emissions* | 1                  |                 |               |
| B. Biogenic emissions           | 0.25               |                 |               |
| C. Scope 3 GHG emissions        | Partial accounting | Full accounting |               |
| Business travel                 | 0.25               | 0.5             |               |
| Commuting                       | 0.25               | 0.5             |               |
| Purchased goods and services    | 0.25               | 0.5             |               |

|   |       |      |  |
|---|-------|------|--|
| Capital goods   | 0.25  | 0.5  |  |
| Fuel- and energy-related activities not included in scope 1 or scope 2          | 0.125 | 0.25 |  |
| Upstream transportation and distribution  | 0.125 | 0.25 |  |
| Waste generated in operations   | 0.125 | 0.25 |  |
| All other applicable categories identified in the GHG Protocol Scope 3 Standard | 0.125 | 0.25 |  |
| Total points earned →   |       |      |  |

\* Criterion A must be met to earn points for indicators 6.2, 6.3, and 6.4.

### Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry’s General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a **market-based method**, a **location-based method**, or both (**dual reporting**).

For scope 3 GHG emissions, indicate to what extent all of the institution’s **relevant scope 3 activities** in the category have been accounted for within the previous three years. To qualify as “full accounting”, an institution must have accounted for all relevant scope 3 activities in the category. To qualify as “partial accounting”, an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report “partial accounting”.

### Documentation

Report the following information in the online Reporting Tool, with GHG emissions figures in metric tons (tonnes) of carbon dioxide (CO<sub>2</sub>) equivalent.

## Scope 1 and 2 GHG emissions inventory

- Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions? (required)

*If Yes, a copy of the inventory or its online location and the two fields that follow are also required:*

- Copy of the institution's GHG emissions inventory. Upload.
- Online location of the institution's GHG emissions inventory. Website URL.
- Performance year for scope 1 and 2 GHG emissions. The year the performance period captured in the GHG inventory ended.
- Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory (required)

## Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

- **Scope 1 GHG emissions from stationary combustion.** Metric tons of CO<sup>2</sup> equivalent. Include relevant emissions from the combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, and incinerators.
- **Scope 1 GHG emissions from mobile combustion.** Metric tons of CO<sup>2</sup> equivalent. Include relevant emissions from the combustion of fuels by institution-owned cars, tractors, buses, and other transportation devices.
- **Scope 1 GHG process emissions.** Metric tons of CO<sup>2</sup> equivalent. Include relevant methane and nitrous oxide emissions from agriculture, farm animals, and fertilizer applications, as well as any relevant emissions from physical or chemical processing (e.g., of cement, aluminum, adipic acid, ammonia, or waste).
- **Scope 1 GHG fugitive emissions.** Metric tons of CO<sup>2</sup> equivalent. Include relevant refrigerants and chemicals, e.g., from equipment leaks, methane emissions and leakages, and hydrofluorocarbon (HFC) emissions from refrigeration and air conditioning equipment.

## Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

- Which of the following methods were used to quantify the institution's scope 2 GHG emissions? Market-based emissions inform scoring in indicators 6.2 and 6.3 unless a location-based method is used exclusively, in which case location-based emissions inform scoring.
  - Market-based
  - Location-based
  - Both (dual reporting)



*If using a market-based or dual reporting method, the following field is also required:*

- Scope 2 GHG emissions from off-site sources of electricity (market-based). Metric tons of CO<sup>2</sup> equivalent.

*If using a location-based or dual reporting method, the following field is also required:*

- Scope 2 GHG emissions from off-site sources of electricity (location-based). Metric tons of CO<sup>2</sup> equivalent.
- Scope 2 GHG emissions from off-site sources of heating and cooling. Include emissions from district heating and cooling products sourced from a utility or municipal facility (e.g., purchased steam, hot water, and chilled water).

The Reporting Tool will automatically calculate the following figure:

- Annual scope 1 and 2 GHG emissions. Metric tons.

### Biogenic emissions

If claiming points for a scope 1 and 2 GHG inventory, the following information is required:

- Does the institution's GHG emissions accounting method separate out biogenic emissions for disclosure purposes?

*If Yes, the following field is also required:*

- GHG emissions from biogenic sources. Metric tons of CO<sup>2</sup> equivalent.

### Scope 3 GHG emissions

- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel? (required). Report on scope 1 and scope 2 emissions of transportation carriers that occur during use of vehicles ( e.g., aircraft, trains, buses, and passenger cars) for the transportation of employees and students for business-related activities and the transportation of students for study abroad programs (in vehicles not owned or operated by the institution).
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from business travel. Metric tons of CO<sup>2</sup> equivalent.
- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting? (required). Report on scope 1 and scope 2 emissions of employees, students, and transportation providers that occur during use of vehicles for the transportation of employees between their homes and their worksites, the transportation of students between their homes and campus (in vehicles not owned or operated by the institution).

- Full accounting
- Partial accounting
- Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from commuting. Metric tons of CO<sup>2</sup> equivalent.
- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services? (required). Report on upstream (cradle-to-gate) emissions from the extraction, production, and transportation of goods and services purchased or acquired by the institution (and not included in another category). Examples include food and beverage products, paper products and other office supplies, furniture and furnishings, and IT services.
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from purchased goods and services. Metric tons of CO<sup>2</sup> equivalent.
- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods? (required). Report on upstream (cradle-to-gate) emissions from the extraction, production, and transportation of capital goods purchased or acquired by the institution. Examples include equipment, machinery, buildings, facilities, and vehicles.
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from capital goods. Metric tons of CO<sup>2</sup> equivalent.
- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2? (required). Report on upstream (cradle-to-gate) emissions from the extraction, production, and transportation of fuels and energy purchased or acquired by the institution (and not already accounted for in scope 1 or scope 2). Examples include purchased fuels, purchased electricity, and transmission and distribution (T&D) losses.
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2. Metric tons of CO<sup>2</sup> equivalent.

- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution? (required). Report on scope 1 and scope 2 emissions of transportation and distribution providers that occurred during use of vehicles and facilities (e.g., from energy use). Examples include the transportation and distribution of products purchased by the institution between its tier 1 suppliers and its own operations (in vehicles and facilities not owned or controlled by the institution) and transportation and distribution services purchased by the institution, including inbound logistics, outbound logistics (e.g., of sold products), and transportation and distribution between an institution’s own facilities (in vehicles and facilities not owned or controlled by the institution).
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from upstream transportation and distribution. Metric tons of CO<sup>2</sup> equivalent.
- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations? (required). Report on scope 1 and scope 2 emissions of the institution’s waste management suppliers that occur during the disposal and treatment of solid waste and wastewater in facilities not owned or controlled by the institution.
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from waste generated in operations. Metric tons of CO<sup>2</sup> equivalent.
- Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard? (required). Report on upstream leased assets, downstream transportation and distribution, processing of sold products, use of sold products, end-of-life treatment of sold products, downstream leased assets, franchises, and investments. See the GHG Protocol Technical Guidance for Calculating Scope 3 Emissions for definitions and examples. If the institution has determined that one or more of these categories are not applicable (e.g., because no sold products, leased assets, or franchises exist), it may consider them accounted for as long as this is documented in the “Data sources and notes” field in the Reporting Tool.
  - Full accounting
  - Partial accounting
  - Not at all

*If claiming points for a full accounting, the following field is also required:*

- Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard. Metric tons of CO<sup>2</sup> equivalent.

*If any scope 3 activities have been quantified, the following field is also required:*

- Description of the methodologies used to identify and account for the institution’s relevant scope 3 activities. Include information about any notable exclusions.

## 6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution’s performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in Tables II through IV.

Table II. Performance range by peer group

| Peer group   | A. Maximum threshold                                 |   | B. Target |   | C. Range |
|--|--|---|-----------|---|----------|
| Associate’s colleges, short-cycle institutions, and pre-tertiary schools | 128 kg of carbon dioxide equivalent per square meter | - | 0         | = | 128      |
| Baccalaureate colleges and boarding schools                              | 131 kg per square meter                              | - | 0         | = | 131      |
| Master’s colleges and universities                                       | 141 kg per square meter                              | - | 0         | = | 141      |
| Doctoral universities and research institutions                          | 199 kg per square meter                              | - | 0         | = | 199      |

Table III. Annual scope 1 and 2 GHG emissions per square meter (kg)

| Annual scope 1 and 2 GHG emissions (calculated in indicator 6.1) |   | Conversion factor |   | Gross floor area of building space |   | Annual scope 1 and 2 GHG emissions per square meter |
|--|---|-------------------|---|------------------------------------|---|---|
|  | × | 1,000             | ÷ |                                    | = |   |

Table IV. Points earned for indicator 6.2

| Maximum threshold<br>(Table II, column A) |   | Annual scope 1 and 2 GHG emissions per square meter<br>(Table III) |   | Range<br>(Table II, column C) |   | Points available |   | Points earned |
|---|---|--|---|-------------------------------|---|------------------|---|---------------|
|   | - |  | ÷ |                               | × | 4                | = |               |

## Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

## Documentation

Report the following information in the online Reporting Tool. If claiming points for a scope 1 and scope 2 GHG inventory, the following two fields are required:

- Peer group
  - Associate’s colleges, short-cycle institutions, and pre-tertiary schools
  - Baccalaureate colleges and boarding schools
  - Master’s colleges and universities
  - Doctoral universities and research institutions
- **Gross floor area of building space.** Square meters. Parking structures are excluded. To convert square feet to square meters, multiply by 0.09290304.

The Reporting Tool will automatically calculate the following figure:

- Annual scope 1 and 2 GHG emissions per unit of floor area. Kilograms per square meter.

## 6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution’s performance, normalized by **full-time equivalent** students and employees, between a maximum threshold and the zero emissions target and earned as outlined in Tables V through VIII.

Table V. Performance range by peer group

| Peer group                                      | A. Maximum threshold                             |   | B. Target |   | C. Range |
|---|--|---|-----------|---|----------|
| Associate’s colleges, short-cycle institutions, | 1,668 kg of carbon dioxide equivalent per person | - | 0         | = | 1,668    |

|   |                     |   |   |   |       |
|---|---------------------|---|---|---|-------|
| and pre-tertiary schools                        |                     |   |   |   |       |
| Baccalaureate colleges and boarding schools     | 7,276 kg per person | - | 0 | = | 7,276 |
| Master's colleges and universities              | 4,699 kg per person | - | 0 | = | 4,699 |
| Doctoral universities and research institutions | 8,168 kg per person | - | 0 | = | 8,168 |

Table VI. Full time equivalent students and employees

|   |   |                                   |   |   |
|---|---|-----------------------------------|---|---|
| Full-time equivalent student enrollment |   | Full-time equivalent of employees |   | Full-time equivalent students and employees |
|   | + |                                   | = |   |

Table VII. Annual scope 1 and 2 GHG emissions (kg) per person

|  |   |                   |   |  |   |   |
|--|---|-------------------|---|--|---|---|
| Annual scope 1 and 2 GHG emissions (calculated in indicator 6.1) |   | Conversion factor |   | Full-time equivalent students and employees (Table VI) |   | Annual scope 1 and 2 GHG emissions per person |
|  | × | 1,000             | ÷ |  | = |   |

Table VIII. Points earned for indicator 6.3

|                                       |   |   |   |                           |   |                  |   |               |
|---------------------------------------|---|---|---|---------------------------|---|------------------|---|---------------|
| Maximum threshold (Table V, column A) |   | Annual scope 1 and 2 GHG emissions per person (Table VII) |   | Range (Table V, column C) |   | Points available |   | Points earned |
|                                       | - |   | ÷ |                           | × | 4                | = |               |

## Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

## Documentation

Report the following information in the online Reporting Tool. If claiming points for a scope 1 and scope 2 GHG inventory, the following two fields are required:

- Full-time equivalent student enrollment
- Full-time equivalent of employees

The Reporting Tool will automatically calculate the following two figures:

- Full-time equivalent students and employees
- Annual scope 1 and 2 GHG emissions per person. Kilograms.

## 6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero **adjusted net scope 1 and 2 GHG emissions**. Incremental points are available based on the institution's performance between a baseline and the net zero emissions target and earned as outlined in Tables IX through XI:

Table IX. Net carbon sinks that offset scope 1 and 2 GHG emissions

|                                      |   |  |   |                            |   |                  |
|--------------------------------------|---|--|---|----------------------------|---|------------------|
| Third party certified carbon offsets |   | Carbon storage from on-site composting |   | Carbon sold or transferred |   | Net carbon sinks |
|                                      | + |  | - |                            | = |                  |

Table X. Adjusted net scope 1 and 2 GHG emissions

|  |   |                             |   |  |
|--|---|-----------------------------|---|--|
| Annual scope 1 and 2 GHG emissions (calculated in indicator 6.1) |   | Net carbon sinks (Table IX) |   | Adjusted net scope 1 and 2 GHG emissions |
|  | - |                             | = |  |

Table XI. Points earned for indicator 6.4

|                                      |   |  |   |                                      |   |                  |   |               |
|--------------------------------------|---|--|---|--------------------------------------|---|------------------|---|---------------|
| Baseline scope 1 and 2 GHG emissions |   | Adjusted net scope 1 and 2 GHG emissions (Table X) |   | Baseline scope 1 and 2 GHG emissions |   | Points available |   | Points earned |
|                                      | - |  | ÷ |                                      | × | 4                | = | Up to 4       |

## Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

## Documentation

Report the following information in the online Reporting Tool, with carbon sink and baseline GHG emissions figures provided in metric tons (tonnes) of carbon dioxide equivalent. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

### Carbon sinks

If claiming points for a scope 1 and scope 2 GHG inventory, the following three fields are required:

- **Third party certified carbon offsets.** Metric tons of CO<sup>2</sup> equivalent. To qualify, a carbon offset must be certified by the Green-e® Climate program, a Green-e® endorsed project-level certification program, or AASHE-approved equivalent.

*If the amount of certified carbon offsets is greater than zero, the following field is also required:*

- Description of the institution's third party certified carbon offsets. Include information about the specific programs under which the offsets are certified.
- **Carbon storage from on-site composting.** Metric tons of CO<sup>2</sup> equivalent. To qualify, composted materials must originate and be applied on-site, thereby sequestering the carbon within the institutional boundary and avoiding the potential for double-counting by other entities. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

*If the amount of carbon storage from composting is greater than zero, the following field is also required:*

- Description of the institution's carbon storage from on-site composting. Include information about the specific composting projects and the accounting methodologies or protocols used.
- **Carbon sold or transferred.** Metric tons of CO<sup>2</sup> equivalent. For example, in the form of carbon offsets or **verified emission reductions**.
- **Carbon storage from non-additional sequestration on institution-owned land (optional).** Metric tons of CO<sup>2</sup> equivalent. If quantified, report carbon storage resulting from land management (i.e., carbon that would be released to the atmosphere if the land were managed differently). This data is for informational purposes only and does not contribute to scoring.



## Baseline emissions

- Does the institution have baseline scope 1 and 2 GHG emissions data? (required). I.e., annual data drawn from an earlier period than that reported in indicator 6.1.

*If Yes, a copy of the baseline GHG emissions inventory or its online location and the three subsequent fields are also required:*

- Copy of the institution's baseline GHG emissions inventory. Upload.
- Online location of the institution's baseline GHG emissions inventory. Website URL.
- Baseline year for scope 1 and 2 GHG emissions. The year the period captured in the baseline GHG emissions inventory ended.
- Narrative outlining when and why the GHG emissions baseline was adopted
- Baseline scope 1 and 2 GHG emissions. Metric tons of CO<sup>2</sup> equivalent.

The Reporting Tool will automatically calculate the following three figures:

- Net carbon sinks. Metric tons of CO<sup>2</sup> equivalent.
- Adjusted net scope 1 and 2 GHG emissions. Metric tons of CO<sup>2</sup> equivalent.
- Percentage reduction in scope 1 and 2 GHG emissions from baseline

## Glossary

**Adjusted net scope 1 and 2 greenhouse gas emissions** – An institution's direct greenhouse gas emissions occurring from sources that are owned or controlled by the institution (scope 1 and scope 2) minus its net carbon sinks.

**Biogenic emissions** – Carbon emissions from wood, paper, grass trimmings, and other biofuels that were originally removed from the atmosphere by photosynthesis and, under natural conditions, would eventually cycle back to the atmosphere as CO<sub>2</sub> due to degradation processes. [Adapted from the definition used by the Greenhouse Gas Protocol and SIMAP.]

**Carbon offset** – A metric ton of carbon equivalent greenhouse gas emissions reductions or sequestration that may be used to offset an institution's greenhouse gas emissions. To qualify as a legitimate offset, a project must be third party verified using a credible protocol to ensure that it meets **PAVER requirements**. Credible project-level protocols include those approved or endorsed by the Gold Standard, the Verified Carbon Standard (Verra), the Climate Action Reserve, or the American Carbon Standard.

**Dual reporting** – Reporting scope 2 GHG emissions in two ways and labeling each result according to the method: one based on the location-based method and one based on the market-based method. [Adapted from the World Resources Institute's GHG Protocol Scope 2 Guidance.]

**Full-time equivalent (FTE)** – A unit used to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week. An

institution should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards. IPEDS, for example, calculates the number of FTE staff by summing the total number of full-time staff and adding one-third of the total number of part-time staff. [Adapted from the definition used by Eurostat.]

**Gross floor area of building space** – The total amount of building space 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. Unless otherwise specified, parking structures are excluded. 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, but for which the institution is one of multiple tenants may be excluded. If the institution chooses to include such buildings, it should include all multi-tenant buildings that are within the institution’s overall STARS boundary and for which the institution is a tenant. 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.

**Location-based method** – A method to quantify scope 2 GHG emissions based on average energy generation emission factors for defined geographic locations, including local, subnational, or national boundaries. The location-based method does not account for renewable energy purchases or sales. [Adapted from the World Resources Institute’s GHG Protocol Scope 2 Guidance and SIMAP.]

**Market-based method** – A method to quantify the scope 2 GHG emissions of a reporter based on GHG emissions emitted by the generators from which the reporter contractually purchases electricity bundled with contractual instruments such as energy attribute certificates, or contractual instruments on their own. Unlike the location-based method, the market-based method accounts for renewable energy purchases and sales. [Adapted from the World Resources Institute’s GHG Protocol Scope 2 Guidance and SIMAP.]

**PAVER requirements** – The minimum criteria that all carbon offsets must meet:

- Permanent. The emissions reductions must last in perpetuity; they cannot be reversed.
- Additional. The carbon offset project must be “beyond business as usual.” In other words, it has to represent a change in behavior spurred by buyers in the offset market in order for those buyers to claim to be reducing carbon emissions equivalent to reductions they would undertake themselves.
- Verified. Emission reductions must be demonstrated to have occurred in the amount reported, with supporting evidence, and project performance must be consistently and credibly monitored by a third-party verifier.
- Enforceable. Emissions reductions must be backed by contracts or legal instruments that define their creation and ensure exclusive ownership.
- Real. Carbon offsets must not be artifacts of incomplete or technically flawed accounting. From a global perspective, there’s a real reduction of emissions in the amount specified.

**Relevant scope 3 activities** – A complete and relevant GHG report appropriately reflects the emissions of the institution and contains the information that internal and external stakeholders need to inform their decision making. Therefore, relevant scope 3 activities include those:

- That contribute significantly to the company’s total anticipated scope 3 emissions.
- For which there are potential emissions reductions that could be undertaken or influenced by the institution.

- That contribute to the institution’s risk exposure (e.g., climate change related and reputational risks)
- That are deemed critical by key stakeholders (e.g., students, suppliers, trustees, or civil society)
- That are outsourced activities previously performed in-house or activities outsourced by the institution that are typically performed in-house by other higher education institutions.
- That have otherwise been identified as significant by the institution or the higher education sector.

[Adapted from the Greenhouse Gas Protocol Corporate Value Chain (Scope 3) Standard.]

**Scope 1 and 2 GHG emissions** – Scope 1 GHG emissions are direct greenhouse gas emissions occurring from sources that are owned or controlled by the institution and include:

- Combustion of fuels to produce electricity, steam, heat, or power using equipment in a fixed location such as boilers, burners, heaters, furnaces, incinerators
- Combustion fuels by institution-owned cars, tractors, buses, and other transportation devices
- Methane and nitrous oxide emissions from agriculture, farm animals, and fertilizer applications, as well as any relevant emissions from physical or chemical processing (e.g., of cement, aluminum, adipic acid, ammonia, or waste).
- Fugitive emissions, e.g., equipment leaks, methane emissions and leakages, and hydrofluorocarbon (HFC) emissions from refrigeration and air conditioning equipment.

Scope 2 GHG emissions are indirect greenhouse gas emissions that are a consequence of activities that take place within the organizational boundaries of the institution, but that occur at sources owned or controlled by another entity. Scope 2 sources include purchased electricity, purchased heating, purchased cooling, and purchased steam.

[Adapted from the Greenhouse Gas Protocol Corporate Standard.]

**Scope 3 GHG emissions** – All indirect emissions not included in scope 2 that occur in the value chain of the reporting institution, including both upstream and downstream emissions. The scope 3 categories are:

1. Purchased goods and services
2. Capital goods
3. Fuel and energy related activities
4. Upstream transportation and distribution
5. Waste generated in operations
6. Business travel
7. Commuting
8. Upstream leased assets
9. Downstream transportation and distribution
10. Processing of sold products
11. Use of sold products
12. End-of-life treatment of sold products
13. Downstream leased assets
14. Franchises
15. Investments

[Adapted from the Greenhouse Gas Protocol Corporate Value Chain (Scope 3) Standard.]

**Verified emission reduction (VER)** – A carbon offset created by a project that has been verified outside of the Kyoto Protocol and exchanged in the voluntary market for carbon credits.

# Food & Dining

This impact area seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

## Table of Credits

| Credits and Indicators   | Points available |
|--|------------------|
| <b>OP 7: Dining Services Procurement</b><br>Applicable to institutions with dining services operated by the institution or a contracted food service management company. | <b>8</b>         |
| 7.1 Percentage of food and beverage spend that meets sustainability criteria   | 6                |
| 7.2 Percentage of dining service spend with social impact suppliers  | 2                |
| <b>OP 8: Food Recovery</b><br>Applicable to institutions with dining services operated by the institution or a contracted food service management company.               | <b>2</b>         |
| 8.1 Food recovery program  | 2                |
| <b>Maximum points available →</b>  | <b>10</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Food & Dining to its report. See the IL credit catalog for more information.

# OP 7: Dining Service Procurement

## Rationale

This credit recognizes institutions with dining service programs that support sustainable food systems and low carbon dining through their purchasing by prioritizing sustainably and ethically produced products, plant-based foods, and social impact suppliers.

## Applicability

Applicable to institutions with dining services operated by the institution or a contracted food service management company.

## Points available

A maximum of 8 points are available for this credit.

## Criteria

### 7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in Tables II through IV.

Table I. Food and beverage sustainability criteria

| Scope  | Sustainability criteria  |
|--|--|
| <ul style="list-style-type: none"><li>• Fresh food, e.g, produce, meat, eggs, fish, and shellfish</li><li>• Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods</li></ul> | <p>A. Sustainably or ethically produced</p> <ul style="list-style-type: none"><li>• Certified to one or more of the following:<ul style="list-style-type: none"><li>○ An organic standard that is endorsed by <a href="#">I-FOAM Organics International</a> or requires conformance to an I-FOAM endorsed organic standard</li><li>○ An <b>ISO Type I ecolabel</b> or sustainability standard for food and beverage products that is developed or administered by a farm/food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization</li><li>○ An environmental sustainability, fair trade/labor, or animal</li></ul></li></ul> |

- Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water

welfare standard recognized at Level 1, 2, or 3 in the [Anchors in Action Aligned Framework](#) (US) or an AASHE-approved equivalent standard (in countries other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.
- Produced by campus farms or gardens using **sustainable or ethical methods**

AND/OR

- Grown, raised, or caught by **small producers** using **sustainable or ethical methods**, as evidenced by or documented through one or more of the following:
  - **Participatory Guarantee System (PGS)**
  - **Short food supply chain (SFSC)**
  - Small Producers' Symbol (SPP)
  - World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership
  - An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an [updated list of qualifying certifications and programs](#).

#### B. Plant-based foods

- **Unprocessed and minimally processed** fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs, spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves
- **Culinary ingredients** obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)
- **Processed foods** that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Table II. Points earned for sustainably or ethically produced food and beverage products

| Percentage of food and beverage spend on products that are sustainably or ethically produced |   | Factor |   | Points earned |
|--|---|--------|---|---------------|
|  | × | 0.06   | = |               |

Table III. Points earned for plant-based foods

| Percentage of food and beverage spend on plant-based foods |   | Factor |   | Points earned |
|--|---|--------|---|---------------|
|  | × | 0.06   | = |               |

Table IV. Total points earned for indicator 7.1

| Points earned for sustainably or ethically produced food and beverage products (Table II) |   | Points earned for plant-based foods (Table III) |   | Total points earned |
|---|---|---|---|---------------------|
|   | + |   | = | Up to 6             |

## Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a **representative sample** that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimus purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.



For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). [A template is available](#). For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

### Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the "percentage of food and beverage spend on products that are sustainably or ethically produced" and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

### Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria, e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy. A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

## Documentation

Report the following information in the online Reporting Tool, with percentage figures provided within a range of 0 to 100.

- Performance year for food and beverage purchasing (required). The year the performance period ended.
- Percentage of food and beverage spend on products that are sustainably or ethically produced (required). AASHE maintains an [updated list](#) of qualifying certifications and programs.
- Percentage of food and beverage spend on plant-based foods (required)
- Inventory of qualifying food and beverage purchases (required). Upload. A [template](#) is available.
- Description of the methodology used to determine the spend on products that are sustainably or ethically produced (required). Include information on the scope of the analysis (e.g., food service establishments and product types included/excluded) and any data limitations that may have influenced the results.
- Description of the methodology used to determine the spend on plant-based foods (required). Include information on the scope of the analysis and any data limitations that may have influenced the results. If the institution's spend on plant-based foods is not detailed in the inventory provided above, sufficient information must be provided here to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined.

## 7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with **social impact suppliers**. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

### Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a **representative sample** that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are

unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One **suppliers** (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

## Documentation

Report the following information in the online Reporting Tool, with the percentage figure provided within a range of 0 to 100.

- Does the institution have sufficient data on its dining service spend to pursue this indicator? (required)

*If Yes, the following four fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Performance year for social impact dining service purchasing. The year the performance period ended.
- Percentage of dining service spend with social impact suppliers
- Narrative and/or website URL providing an overview of the dining service program's social impact suppliers
- Description of the methodology used to determine the spend with social impact suppliers. Include information on the scope of the analysis (e.g., food service establishments, product types, and tiers included/excluded) and any data limitations that may have influenced the results.

## Glossary

**Culinary ingredients** – Substances obtained directly from unprocessed or minimally processed foods or from nature by industrial processes such as pressing, centrifuging, refining, extracting, or mining. Culinary ingredients are used to prepare or enhance foods and are not typically consumed on their own. [Adapted from the NOVA food classification system.]

**Employee owned enterprises** – Organizations that are at least 51 percent owned (or eligible to be owned) by their employees through an Employee Stock Ownership Plan (ESOP), worker or farmer owned cooperative, or the equivalent.

**Enterprises owned by people from marginalized groups** – Enterprises that are at least 51 percent owned by people who identify as members of marginalized groups. This includes, for example,

businesses that are formally designated as minority owned, women owned, LGBTQ+ owned, Disadvantaged Business Enterprises (DBEs), Historically Underutilized Businesses (HUBs), or the equivalent. Marginalized groups include:

- Ethnic, national, religious, and linguistic minorities
- Incarcerated and formerly incarcerated individuals
- Indigenous peoples
- LGBTQ+ individuals
- Migrants, refugees, and asylum seekers
- People with disabilities
- Racialized people
- Residents of economically divested areas
- Roma, Sinti, and Travelers
- Survivors and veterans of conflict
- Women

**ISO Type I ecolabel** – A voluntary, multiple-criteria based, third party program that awards a license that authorizes the use of environmental labels on products indicating overall environmental preferability of a product within a particular product category based on life cycle considerations. The International Organization for Standardisation (ISO) has identified three broad types of voluntary labels, with ecolabelling fitting under the strongest Type I designation:

- Type I environmental labeling: for eco-labelling schemes where there are clearly defined criteria for products
- Type II self-declared environmental claims: for products and services where there are neither criteria nor labeling schemes
- Type III environmental declarations: for specific aspects of products using a life-cycle approach

[Adapted from the definitions used by the Global Ecolabelling Network and ISO.]

**Participatory Guarantee Systems (PGS)** – Locally focused quality assurance systems that certify producers based on active participation of stakeholders and are built on a foundation of trust, social networks, and knowledge exchange. [Adapted from the definition used by I-FOAM Organics International, which maintains a [PGS directory](#).]

**Plant-based foods** – Foods and beverages that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. [Adapted from the definitions used by the PAS 224: 100% Plant-Based Foods Standard, the SCS-109 Plant-Based Standard, and the Plant Based Foods Association.]

**Processed foods** – Products made by adding culinary ingredients such as oils, salt, and sugar to unprocessed or minimally processed foods using preservation methods or industrial processes to enhance nutritional or sensory quality and/or guarantee food safety. [Adapted from the NOVA food classification system.]

**Representative sample** – A subset of a statistical population that accurately reflects the members of the entire population or a subset of performance data that accurately reflects an institution's overall performance. A representative sample should be an unbiased indication of what is being measured. For example, in a student population of 1,000 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, for example, should accurately reflect the institution's total purchases, accounting for seasonal and other variations in product availability and purchasing.

**Short food supply chain (SFSC)** – A supply chain with a minimal number of intermediaries (ideally, no more than one) between identified farms, boats, or harvesters and the institution. SFSCs pass transparent information about the origin, production method, and sustainability of the product to the consumer and provide full traceability through all stages of production, processing, and distribution. Examples include direct sales, contract production, regional food hubs, local farm-to-institution programs, organic growers' cooperatives, and community-supported fishery programs. [Adapted from the work of the Short Supply Chain Knowledge and Innovation Network (SKIN) and the European Commission.]

**Small producer** – A producer who is not structurally dependent on permanent, year-round hired labor and/or manages their production activity primarily with a family or owner-operator workforce. Also known as small-scale producers, smallholders, or family farms, small producers play an important role in sustainable food systems, but may not operate at scales that make third party certification programs financially viable. Therefore, they may rely on low cost forms of verification such as Participatory Guarantee Systems (PGS) and transparent short food supply chains that give customers the opportunity to scrutinize their sustainability claims. [Adapted from the definitions used by FLOCERT, Fairtrade International, and the World Fair Trade Organization (WFTO).]

**Social enterprise** – An operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. A social enterprise operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner that involves employees, consumers, and other stakeholders affected by its commercial activities. The term “social enterprise” encompasses businesses:

- For which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation;
- Whose profits are mainly reinvested to achieve this social objective; and
- Where the method of organization or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice.

Examples include fair and ethical trade organizations, self-help organizations, cooperatives, community owned enterprises, and charity or non-profit organizations. [Adapted from the definition used by the European Commission.]

**Social impact supplier** – Consistent with the Anchor Learning Network, social impact purchasing is defined as purchasing that is directed toward improving societal health and well-being and catalyzing prosperity for all, particularly those impacted by a legacy of divestment and discrimination. Social impact suppliers therefore include:

- **Enterprises owned by people from marginalized groups,**
- **Employee owned enterprises,**
- **Social enterprises,** and
- Certified B Corporations.

**Supplier** – A service provider, contractor, vendor, or other entity entering into a contract or subcontract directly or indirectly with the institution. Tier One suppliers are direct suppliers. Tier Two suppliers are enterprises that serve as vendors and/or subcontractors to the direct suppliers.

**Sustainable or ethical methods** – Production methods that are consistent with:

- The [Principles of Organic Agriculture](#) (IFOAM Organics International),
- The [FAO Code of Conduct for Responsible Fisheries](#) (Food and Agriculture Organization of the United Nations),
- The [10 Principles of Fair Trade](#) (World Fair Trade Organization), AND/OR
- The [Five Freedoms of Animal Welfare](#) (World Organisation for Animal Health).

**Unprocessed and minimally processed foods** – The edible parts of materials such as plants and fungi after separation from nature, either unaltered or altered by industrial processes such as removal of unwanted parts, drying, powdering, squeezing, crushing, grinding, fractioning, steaming, poaching, boiling, roasting, pasteurization, chilling, freezing, combining, placing in containers, vacuum packing, non-alcoholic fermentation, and other methods that do not add salt, sugar, oils, fats, or other food substances to the original food. [Adapted from the NOVA food classification system.]

# OP 8: Food Recovery

## Rationale

This credit recognizes institutions with dining programs that divert surplus food and organic waste from disposal through recovery operations and that track and assess their food and organic materials management efforts to inform ongoing improvements.

## Applicability

Applicable to institutions with dining services operated by the institution or a contracted food service management company.

## Points available

A maximum of 2 points are available for this credit.

## Criteria

### 8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food **waste** from **disposal** for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in Table V.

Table V. Points earned for indicator 8.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution donates surplus food to a food redistribution program on at least a monthly basis when its dining services are operational.     | 0.5              |               |
| B. Institution’s dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel.  | 0.5              |               |
| C. Institution’s dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel. | 0.5              |               |
| D. Institution’s dining services track and assess their food and organic materials management efforts (e.g., source reduction and/or           | 0.5              |               |

|   |  |  |
|---|--|--|
| recovery) on at least an annual basis to inform ongoing improvements. |  |  |
| Total points earned →   |  |  |

## Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

## Documentation

Report the following information in the online Reporting Tool:

- Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s surplus food donation program
- Do the institution’s dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s pre-consumer food waste diversion program
- Do the institution’s dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s post-consumer food waste diversion program
- Do the institution’s dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s food and organic materials management tracking and assessment initiatives



## Glossary

**Disposal** – The end-of-life management of discarded products, materials, and resources in a sink or through a chemical or thermal transformation that makes these products, materials, and resources unavailable for further use (e.g., incineration and landfilling). Disposal includes any operation which is not **recovery**, even where the operation has as a secondary consequence the recovery of energy.

[Adapted from the definitions used by the Global Reporting Initiative (GRI) and the European Union (EU) Waste Framework Directive.]

**Recovery** – Any operation wherein products, components of products, or materials that have become waste are prepared to fulfill a purpose in place of new products, components, or materials that would otherwise have been used for that purpose. Preparation for reuse and recycling are examples of recovery operations. In the context of waste reporting, recovery operations do not include energy recovery. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Waste** – Any substance or object which the institution discards, intends to discard, or is required to discard. This includes materials that are disposed of and materials that are diverted from disposal through recovery operations. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

# Procurement & Waste

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>OP 9: Sustainable Procurement System</b><br>Applicable to all institutions.  | <b>7</b>         |
| 9.1 Supplier code of conduct  | 1                |
| 9.2 Percentage of bid solicitations that identify sustainability considerations | 2                |
| 9.3 Average weight given to sustainability considerations in bid appraisal      | 2                |
| 9.4 Percentage of contract spend with social impact suppliers                   | 2                |
| <b>OP 10: Purchased Goods</b><br>Applicable to all institutions.                | <b>4</b>         |
| 10.1 Percentage of cleaning products spend that meets sustainability criteria   | 1                |
| 10.2 Percentage of electronics spend meets sustainability criteria              | 1                |
| 10.3 Percentage of furniture spend that meets sustainability criteria           | 1                |
| 10.4 Percentage of office paper spend that meets sustainability criteria        | 1                |
| <b>OP 11: Materials Management</b><br>Applicable to all institutions.           | <b>4</b>         |
| 11.1 Surplus and reuse programs   | 1                |
| 11.2 Single-use disposable plastics program                                     | 1                |

|  |               |
|--|---------------|
| 11.3 Electronic waste management   | 1             |
| 11.4 Hazardous waste management and disclosure   | 1             |
| <b>OP 12: Waste Generation and Recovery</b><br>Applicable to all institutions, however indicator 12.4 is only applicable to institutions that have conducted one or more major construction, renovation, and/or demolition projects within the previous three years. | <b>5 or 4</b> |
| 12.1 Non-hazardous waste generated per person  | 1             |
| 12.2 Non-hazardous waste generated per square meter  | 1             |
| 12.3 Percentage of non-hazardous waste diverted from disposal  | 2             |
| 12.4 Percentage of construction and demolition waste diverted from disposal  | 1             |
| <b>Maximum points available →</b>  | <b>20</b>     |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Procurement & Waste to its report. See the IL credit catalog for more information.

# OP 9: Sustainable Procurement System

## Rationale

This credit recognizes institutions that have established robust sustainable procurement systems. A sustainable procurement system enables an institution to take responsibility for the environmental, social, and economic consequences of its purchased goods and services.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 7 points are available for this credit.

## Criteria

### 9.1 Supplier code of conduct

An institution earns 1 point when it has a published **supplier code of conduct** that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 9.1

| Category   | Points available | Points earned |
|--|------------------|---------------|
| A. Environmental impact                              | 0.2              |               |
| B. Treatment of workers                              | 0.2              |               |
| C. Governance and ethical business practices         | 0.2              |               |
| D. Advancement of sustainability in the supply chain | 0.2              |               |

|                          |     |  |
|--------------------------|-----|--|
| E. Monitoring and review | 0.2 |  |
| Total points earned →    |     |  |

**Measurement**

Report on the current status of the institution’s written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

**Documentation**

Report the following information in the online Reporting Tool:

- Does the institution have a published code of conduct to guide suppliers on the institution’s social and environmental expectations for them? (required). Expectations may include, for example, a general commitment to help the institution advance its sustainability goals and/or compliance with existing social and environmental regulatory requirements or policies.

*If Yes, a copy of the code of conduct and/or the website URL where it is available and all five of the questions that follow are also required:*

- Copy of the institution’s supplier code of conduct. Upload.
- Online location of the institution’s supplier code of conduct. Website URL.
- Does the institution’s supplier code of conduct include one or more expectations in regard to environmental impact that exceed or are additional to regulatory compliance? For example, criteria on waste, emissions, biodiversity impacts, water use, and energy use that are above and beyond existing local or national regulations.
- Does the institution’s supplier code of conduct include one or more expectations in regard to the treatment of workers that exceed or are additional to regulatory compliance? For example, human rights, anti-discrimination practices, health and safety standards, labor rights, and minimum wages that are above and beyond existing local or national regulations.
- Does the institution’s supplier code of conduct include one or more expectations in regard to governance and ethical business practices that exceed or are additional to regulatory compliance? For example, anti-corruption measures, fair business practices, and sustainability reporting standards that are above and beyond existing local or national regulations.
- Does the institution’s supplier code of conduct include one or more expectations in regard to the advancement of sustainability in the supply chain? For example, expectations that suppliers extend the sustainability provisions in the code to their partners and upstream suppliers.

- Does the institution’s supplier code of conduct include one or more expectations of monitoring and review? For example, audits or tracking mechanisms to assess supplier sustainability performance and compliance with the code of conduct.

## 9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its **bid solicitations** - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) **product sustainability specifications** that are relevant to the specific goods or services being sought and B) **supplier sustainability considerations**. Incremental points are available and earned as outlined in Table II.

Table II. Points earned for indicator 9.2

| Criterion  | Percentage of bid solicitations that meet each criterion |   | Factor |   | Points earned |
|--|--|---|--------|---|---------------|
| A. The bid solicitation identifies product sustainability specifications that are relevant to the specific goods and/or services being sought. |  | × | 0.01   | = |               |
| B. The bid solicitation identifies supplier sustainability considerations.   |  | × | 0.01   | = |               |
| Total points earned →  |  |   |        |   |               |

### Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a **representative sample** that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of \$50,000 US Dollars (USD) or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution’s discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has

published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

## Documentation

Report the following information in the online Reporting Tool, with percentage figures provided within a range of 0 to 100.

- Does the institution have sufficient data on its bid solicitations to pursue this indicator? (required)

*If Yes, the following three fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Percentage of bid solicitations that identify **product** sustainability specifications. Specifications include category-specific sustainability criteria, standards, certifications, ecolabels, and targets that apply to the proposed goods or services.
- Percentage of bid solicitations that identify **supplier** sustainability considerations. Considerations include enterprise-level criteria that apply to prospective suppliers, e.g., international standards, third party certifications and ecolabels, and supplier sustainability ratings.
- Description of the methodology used to assess the institution’s bid solicitations. For example, the time frame used, the scope of the analysis (e.g., solicitations included/excluded), how a representative sample was identified (if applicable), and any data limitations that may have influenced the results.

*If claiming points for this indicator, at least one of the following two fields is also required:*

- Online resource supporting the percentage of bid solicitations reported. Website URL. For example, a public website where the institution’s RFPs/RFTs are made available.
- Document supporting the percentage of bid solicitations reported. Upload. For example, a spreadsheet in which the percentage figures are calculated.

## 9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution’s bid appraisal process. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 9.3

| Criterion | Average weight assigned in the bid appraisal process and points available |                |               | Points earned |
|-----------|---|----------------|---------------|---------------|
|           | 1 to 4 percent  | 5 to 9 percent | 10 percent or |               |
|           |   |                |               |               |

|   |      |     |      |  |
|---|------|-----|------|--|
|   |      |     | more |  |
| A. Product sustainability specifications  | 0.25 | 0.5 | 1    |  |
| B. Supplier sustainability considerations | 0.25 | 0.5 | 1    |  |
| Total points earned →                     |      |     |      |  |

### Measurement

Report on the institution’s minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which “product and supplier sustainability” is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

### Documentation

Report the following information in the online Reporting Tool.

- Average weight assigned to product sustainability specifications in the institution’s bid appraisal process (required). Report on the average or minimum combined weight allocated in the bid appraisal process to the performance or prospective goods and/or services in relation to the sustainability specifications identified in the RFP/RFT.
  - 10 percent or more
  - 5 to 9 percent
  - 1 to 4 percent
  - 0 percent
  - Data not available
  
- Average weight assigned to supplier sustainability considerations in the institution’s bid appraisal process (required). Report on the average or minimum combined weight allocated in the bid appraisal process to a prospective supplier’s performance in relation to the sustainability considerations identified in the RFP/RFT.
  - 10 percent or more
  - 5 to 9 percent



- 1 to 4 percent
- 0 percent
- Data not available
- Narrative outlining how the average weights given to sustainability considerations were determined (required)

## 9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual **contract spend** is with **social impact suppliers**. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Table IV. Percentage of contract spend with social impact suppliers

|  |   |                             |   |        |   |   |
|--|---|-----------------------------|---|--------|---|---|
| Annual contract spend with social impact suppliers |   | Total annual contract spend |   | Factor |   | Percentage of contract spend with social impact suppliers |
|  | ÷ |                             | × | 100    | = |   |

### Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of \$50,000 USD or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution’s discretion to simplify reporting.

The analysis may be limited to the institution’s Tier One **suppliers** (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier’s subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee-owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

## Documentation

Report the following information in the online Reporting Tool, with spend figures provided in the institution's local currency:

- Does the institution have sufficient data on its contract spend to pursue this indicator? (required)

*If Yes, the following six fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Performance year for contract spend. The year the performance period ended.
- Local currency code. Report the three-digit ISO alphabetic code of the currency used to document the institution's contract spend (e.g., AUD, CAD, or USD).
- Total annual contract spend
- Annual contract spend with social impact suppliers. Report on **enterprises owned by people from marginalized groups, employee-owned enterprises, social enterprises,** and Certified B Corporations.
- Narrative and/or website URL providing an a overview of the institution's contracts with social impact suppliers
- Description of the methodology used to assess the institution's contract spend with social impact suppliers. For example, the time frame used, the scope of the analysis (e.g., entities included/excluded), and any data limitations that may have influenced the results.

The Reporting Tool will automatically calculate the following figure:

- Percentage of contract spend with social impact suppliers

## Glossary

**Bid solicitation** – A method for procurement offices to select a supplier for a contract. It includes how the office chooses to announce, request, and receive responses from potential suppliers. Bid solicitations may include requests for proposal (RFPs), requests for bids (RFBs), requests for tenders (RFTs), or the equivalent.

**Contract spend** – The value of an institution's transactions with suppliers where a formal contract or tender is in place.

**Employee-owned enterprises** – Organizations that are at least 51 percent owned (or eligible to be owned) by their employees through an Employee Stock Ownership Plan (ESOP), worker or farmer owned cooperative, or the equivalent.

**Enterprises owned by people from marginalized groups** – Enterprises that are at least 51 percent owned by people who identify as members of marginalized groups. This includes, for example, businesses that are formally designated as minority owned, women owned, LGBTQ+ owned,

Disadvantaged Business Enterprises (DBEs), Historically Underutilized Businesses (HUBs), or the equivalent. Marginalized groups include:

- Ethnic, national, religious, and linguistic minorities
- Incarcerated and formerly incarcerated individuals
- Indigenous peoples
- LGBTQ+ individuals
- Migrants, refugees, and asylum seekers
- People with disabilities
- Racialized people
- Residents of economically divested areas
- Roma, Sinti, and Travelers
- Survivors and veterans of conflict
- Women

**Product** – A good or service procured from a supplier.

**Product sustainability specifications** – Social and environmental criteria that address the sustainability performance and supply chain impacts of prospective goods and services and are used to inform ongoing purchasing and/or contract awarding in the procurement process. The criteria may include, but are not limited to, international standards, third party certifications and ecolabels, and minimum performance criteria that address, for example:

- Circularity (e.g., refurbishment, repairability, reuse, take-back)
- Content (e.g., bio-based, non-toxic, recycled)
- Efficiency (e.g., energy, supplies, water)
- Embodied content (e.g., cradle-to-gate carbon, energy, and water impacts)
- Emissions and waste
- Traceability and chain of custody (e.g., responsible harvesting of raw materials)
- Worker rights and safety (e.g., in performance, manufacture, and sourcing)

**Representative sample** – 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 1,000 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.

**Social enterprise** – An operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. A social enterprise operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers, and stakeholders affected by its commercial activities. The term “social enterprise” encompasses businesses:

- For which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation;
- Whose profits are mainly reinvested to achieve this social objective; and
- Where the method of organization or the ownership system reflects the enterprise’s mission, using democratic or participatory principles or focusing on social justice.

Examples include fair and ethical trade organizations, self-help organizations, cooperatives, community owned enterprises, and charity or non-profit organizations. [Adapted from the definition used by the European Commission.]

**Social impact supplier** – Consistent with the Anchor Learning Network, social impact purchasing is defined as purchasing that is directed toward improving societal health and well-being and catalyzing prosperity for all, particularly those impacted by a legacy of divestment and discrimination. Social impact suppliers therefore include:

- Enterprises owned by people from marginalized groups,
- Employee owned enterprises,
- Social enterprises, and
- Certified B Corporations.

**Supplier** – A service provider, contractor, vendor, or other entity entering into a contract or subcontract directly or indirectly with the institution. Tier One suppliers are direct suppliers. Tier Two suppliers are enterprises that serve as vendors and/or subcontractors to the direct suppliers.

**Supplier code of conduct** – A formal policy or document created to guide suppliers on the institution's social and environmental expectations for them.

**Supplier sustainability considerations** – Social and environmental criteria that address the enterprise-level sustainability impacts of prospective suppliers and are used to inform contract awarding in the procurement process. The criteria may include, but are not limited to, international standards, third party certifications, and supplier sustainability ratings that address:

- Governance, ethical business practices, and anti-corruption measures
- Reduction of negative environmental impacts
- Commitment to science-based greenhouse gas emissions targets
- Treatment of workers (e.g., human rights, labor rights, wages, and working conditions)
- Positive social and environmental impacts
- Engagement on sustainability issues in the supply chain
- Sustainability performance disclosure

# OP 10: Purchased Goods

## Rationale

This credit recognizes institutions that are purchasing socially and ecologically preferable cleaning supplies, office supplies, electronics, and furniture. These categories of goods are common to all higher education institutions, have well-established standards designed to address their sustainability impacts throughout the supply chain, and are not addressed in other credits to the extent that construction and renovation materials, food, energy and fuel, and vehicles are.

This credit is focused on the purchase of new goods; the recovery and reuse of materials is addressed in the Materials Management and Waste Generation and Recovery credits. Likewise, the value of goods that are not purchased due to reduction and reuse initiatives is more directly addressed in the Avoided Spend credit in Innovation & Leadership.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 4 points are available for this credit.

## Criteria

### 10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed in Table I. Incremental points are available and earned as outlined in Table II.

Table I. Cleaning product sustainability criteria

| Scope  | Sustainability criteria  |
|--|--|
| <ul style="list-style-type: none"><li>• General purpose bathroom, glass, and carpet cleaners</li><li>• Degreasing agents</li><li>• Biologically-active</li></ul> | A. Preferable<br><br>Third party certified to a <b>ISO Type I ecolabel</b> or sustainability standard for cleaning products that is: |

|  |   |
|--|---|
| <p>cleaning products (enzymatic and microbial products)</p> <ul style="list-style-type: none"> <li>• Floor-care products (e.g., floor finish and floor finish strippers)</li> <li>• Hand soaps and hand sanitizers</li> <li>• Disinfectant</li> <li>• Metal polish and other specialty cleaning products</li> </ul> <p>An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.</p> | <ul style="list-style-type: none"> <li>• Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a <b>green building rating system</b> that is developed or administered by a World Green Building Council (WorldGBC) member organization</li> </ul> <p>An updated list of preferable standards is available in the <a href="#">STARS Help Center</a>.</p> <p>B. Other qualifying</p> <ul style="list-style-type: none"> <li>• Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• 30 percent minimum post-consumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)</li> </ul> |
|--|---|

Table II. Points earned for indicator 10.1

| Sustainability criteria | Annual spend on cleaning products that meet each type of sustainability criteria |   | Total annual spend on cleaning products |   | Factor |   | Points earned |
|-------------------------|--|---|---|---|--------|---|---------------|
| A. Preferable           |  | ÷ |   | × | 1      | = |               |
| B. Other qualifying     |  | ÷ |   | × | 0.5    | = |               |
| Total points earned →   |  |   |   |   |        |   |               |

**Measurement**

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a **representative sample**. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution’s central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution’s discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

## Documentation

Report the following information in the online Reporting Tool, with expenditure figures in the institution’s local currency.

- Local currency code (required). Report the three-digit ISO alphabetic code of the currency used to document the institution’s expenditures for this credit (e.g., AUD, CAD, or USD).
- Does the institution have sufficient data on its cleaning product spend to pursue this indicator? (required)

*If Yes, the following five fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Performance year for cleaning products spend. The year the performance period ended.
- Total annual spend on cleaning products
- Annual spend on cleaning products that meet preferable sustainability criteria
- Annual spend on cleaning products that meet other qualifying sustainability criteria
- List or sample of cleaning product purchases that meet sustainability criteria

The Reporting Tool will automatically calculate the following two figures:

- Percentage of cleaning product spend that meets preferable sustainability criteria
- Percentage of cleaning product spend that meets other qualifying sustainability criteria

## 10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed in Table III. Incremental points are available and earned as outlined in Table IV.

Table III. Electronics sustainability criteria

| Scope | Sustainability criteria |
|-------|-------------------------|
|-------|-------------------------|

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations)</li> <li>• Displays (monitors and signage displays)</li> <li>• Servers</li> <li>• Data center and networking equipment</li> <li>• Imaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners)</li> <li>• Televisions</li> <li>• Mobile phones</li> </ul> <p>An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently.</p> <p>Exclude goods that are reused on-site (i.e., not purchased).</p> | <p>A. Preferable</p> <ul style="list-style-type: none"> <li>• EPEAT Gold (Green Electronics Council)</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• TCO Certified</li> </ul> <p>B. Other qualifying</p> <ul style="list-style-type: none"> <li>• EPEAT Silver or Bronze</li> <li>• Third party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferable</li> <li>• ENERGY STAR, EU Energy A, or local equivalent</li> <li>• Refurbished</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Extended producer responsibility (e.g., a closed-loop or product take-back program)</li> </ul> |
|---|--|

Table IV. Points earned for indicator 10.2

| Sustainability criteria | Annual spend on electronics that meet each type of sustainability criteria |   | Total annual spend on electronics |   | Factor |   | Points earned |
|-------------------------|--|---|-----------------------------------|---|--------|---|---------------|
| A. Preferable           |  | ÷ |                                   | × | 1      | = |               |
| B. Other qualifying     |  | ÷ |                                   | × | 0.5    | = |               |
| Total points earned →   |  |   |                                   |   |        |   |               |



## Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

## Documentation

Report the following information in the online Reporting Tool, with expenditure figures in the institution's local currency.

- Does the institution have sufficient data on its electronics spend to pursue this indicator? (required)

*If Yes, the following five fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Performance year for electronics product spend. The year the performance period ended.
- Total annual spend on electronics
- Annual spend on electronics that meet preferable sustainability criteria
- Annual spend on electronics spend that meet other qualifying sustainability criteria
- List or sample of electronics purchases that meet sustainability criteria

The Reporting Tool will automatically calculate the following two figures:

- Percentage of electronics spend that meets preferable sustainability criteria
- Percentage of electronics spend that meets other qualifying sustainability criteria

## 10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed in Table V. Incremental points are available and earned as outlined in Table VI.

Table V. Furniture sustainability criteria

| Scope  | Sustainability criteria  |
|--|--|
| <ul style="list-style-type: none"> <li>• Individual and group seating</li> <li>• Workstations, desks, and tables</li> <li>• Storage and shelving units</li> <li>• Filing cabinets and cases</li> <li>• Integrated visual display products (e.g., markerboards and tackboards)</li> <li>• Hospitality furniture</li> <li>• Miscellaneous items such as mobile carts, freestanding screens, and movable partitions</li> </ul> <p>An institution may include other types of furniture, at its discretion, as long as it does so consistently.</p> <p>Exclude goods that are reused on-site (i.e., not purchased).</p> | <p>A. Preferable</p> <p>Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is:</p> <ul style="list-style-type: none"> <li>• Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization</li> </ul> <p>An updated list of preferable standards is available in the <a href="#">STARS Help Center</a>.</p> <p>B. Other qualifying</p> <ul style="list-style-type: none"> <li>• Environmental Product Declaration (EPD) or Health Product Declaration (HPD)</li> <li>• Extended producer responsibility (e.g., a closed-loop or product take-back program)</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable</li> </ul> |

Table VI. Points earned for indicator 10.3

| Sustainability criteria | Annual spend on furniture that meets each type of sustainability criteria |   | Total annual spend on furniture |   | Factor |   | Points earned |
|-------------------------|---|---|---------------------------------|---|--------|---|---------------|
| A. Preferable           |   | ÷ |                                 | × | 1      | = |               |
| B. Other qualifying     |   | ÷ |                                 | × | 0.5    | = |               |

|                       |  |
|-----------------------|--|
| Total points earned → |  |
|-----------------------|--|

### Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution’s central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution’s discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public “Notes” field provided in the Reporting Tool.

### Documentation

Report the following information in the online Reporting Tool, with expenditure figures in the institution’s local currency.

- Does the institution have sufficient data on its furniture spend to pursue this indicator? (required)

*If Yes, the following five fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Performance year for furniture spend. The year the performance period ended.
- Total annual spend on furniture
- Annual spend on furniture that meets preferable sustainability criteria
- Annual spend on furniture that meets other qualifying sustainability criteria
- List or sample of furniture purchases that meet sustainability criteria

The Reporting Tool will automatically calculate the following two figures:

- Percentage of furniture spend that meets preferable sustainability criteria
- Percentage of furniture spend that meets other qualifying sustainability criteria

## 10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed in Table VII. Incremental points are available and earned as outlined in Table VIII.

Table VII. Office paper sustainability criteria

| Scope  | Sustainability criteria  |
|--|--|
| <p>Standard office printing and copier paper</p> <p>An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.</p> | <p>A. Preferable</p> <ul style="list-style-type: none"> <li>● 100 percent post-consumer recycled and/or agricultural residue content</li> <li>● Forest Stewardship Council (FSC) Recycled label</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>● Paper Step ‘Superior’ (<a href="#">Canopy Ecopaper Database</a> / Environmental Paper Network)</li> </ul> <p>B. Other qualifying</p> <ul style="list-style-type: none"> <li>● 30 percent minimum post-consumer recycled and/or agricultural residue content</li> <li>● Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix)</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>● Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)</li> </ul> |

Table VIII. Points earned for indicator 10.4

| Sustainability criteria | Annual spend on office paper that meets each type of sustainability criteria |  | Total annual spend on office paper |   | Factor |   | Points earned |
|-------------------------|--|--|------------------------------------|---|--------|---|---------------|
| A. Preferable           |  |  |                                    | × | 1      | = |               |
| B. Other qualifying     |  |  |                                    | × | 0.5    | = |               |
| Total points earned →   |  |  |                                    |   |        |   |               |

## Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

## Documentation

Report the following information in the online Reporting Tool, with expenditure figures in the institution's local currency.

- Does the institution have sufficient data on its office paper spend to pursue this indicator? (required)

*If Yes, the following five fields are also required. If No, zero points are earned for this indicator and no further information is required to complete it.*

- Performance year for office paper spend. The year the performance period ended.
- Total annual spend on office paper
- Annual spend on office paper that meets preferable sustainability criteria
- Annual spend on office paper that meets other qualifying sustainability criteria
- List or sample of office paper purchases that meet sustainability criteria

The Reporting Tool will automatically calculate the following two figures:

- Percentage of office paper spend that meets preferable sustainability criteria
- Percentage of office paper spend that meets other qualifying sustainability criteria

## Glossary

**Green building rating systems** – Tools and certifications used to assess and recognize buildings that meet sustainability requirements or standards. Rating systems vary in their approach and can be applied to the design and construction of new buildings and major renovations or to the operations

and maintenance of existing buildings. An extensive – but non-comprehensive – list of green building rating tools may be found on the [World Green Building Council](#) (WorldGBC) website.

**ISO Type I ecolabel** – A voluntary, multiple-criteria based, third party program that awards a license that authorizes the use of environmental labels on products indicating overall environmental preferability of a product within a particular product category based on life cycle considerations. The International Organization for Standardisation (ISO) has identified three broad types of voluntary labels, with ecolabelling fitting under the strongest Type I designation:

- Type I environmental labeling: for eco-labelling schemes where there are clearly defined criteria for products
- Type II self-declared environmental claims: for products and services where there are neither criteria nor labeling schemes
- Type III environmental declarations: for specific aspects of products using a life-cycle approach

[Adapted from the definitions used by the Global Ecolabelling Network and ISO.]

**Representative sample** – 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 1,000 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.

# OP 11: Materials Management

## Rationale

This credit recognizes institutions that have programs in place to responsibly manage and recover materials that are hazardous, repairable, or hard to recycle and to minimize the use of single-use disposable plastics.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 4 points are available for this credit.

## Criteria

### 11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 11.1

| Criteria   | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse. | 0.5              |               |
| B. Institution has or participates in a reuse program through which employees and/or students can donate personal items for redistribution.            | 0.5              |               |
| <b>Total points earned →</b>   |                  |               |

## Measurement

Report on current programs and practices.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse? (required). For example, a furniture storage and redistribution inventory program or a surplus program with periodic auctions or online sales.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's surplus program
- Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution? (required). For example, a free/thrift shop, pop-up exchange, or surplus program that redistributes office supplies, clothing, kitchen items, books, and/or electronics.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's reuse program

## 11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 11.2

| Criteria   | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic. | 0.25             |               |
| B. Institution has or participates in a reusable container program designed to reduce the use of single-use disposable plastic.    | 0.25             |               |



|   |      |  |
|---|------|--|
| C. Has eliminated the on-site use of at least one form of single-use disposable plastic.  | 0.25 |  |
| D. Has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. | 0.25 |  |
| Total points earned →   |      |  |

**Measurement**

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

**Documentation**

Report the following information in the online Reporting Tool.

- Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s composting program

- Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic? (required). For example, an initiative that replaces single-use plastic food takeout containers with containers that can be returned, cleaned, and used again.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s reusable container program

- Has the institution eliminated the on-site use of at least one form of single-use disposable plastic? (required). For example, polystyrene (styrofoam) cups and containers, plastic shopping bags, or plastic straws.

- Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups? (required)

*If Yes to either of the two preceding questions, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s single-use disposable plastics program

## 11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 11.3

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has or participates in a program designed to collect <b>electronic waste (e-waste)</b> from employees for recycling and/or preparation for reuse.  | 0.25             |               |
| B. Institution has or participates in a program designed to collect e-waste from students for recycling and/or preparation for reuse.   | 0.25             |               |
| C. Institution uses an e-waste recycler that is certified to one of the following standards: <ul style="list-style-type: none"> <li>● e-Stewards</li> <li>● Responsible Recycling (R2)</li> <li>● AS/NZS 5377:2013</li> <li>● EU standard (EN 50625)</li> <li>● WEEELABEX</li> <li>● An equivalent standard in countries where the above are not available</li> </ul> | 0.5              |               |
| Total points earned →   |                  |               |

### Measurement

Report on current programs and practices.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse? (required)
- Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required)

*If Yes to either of the two preceding questions, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s e-waste collection programs
- Does the institution use an e-waste recycler that is certified to a qualifying standard? (required)
  - Yes
  - No
  - Unsure

*If Yes, the following field is also required:*

- Standard to which the institution’s e-waste recycler is certified

## 11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a **hazardous waste** management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in Table IV.

Table IV. Points earned for indicator 11.4

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials.                 | 0.5              |               |
| B. Institution publishes information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. | 0.5              |               |
| Total points earned →  |                  |               |

### Measurement

Report on current programs and practices.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol
- Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse? (required). For example, in an annual report or on a publicly accessible website.

*If Yes, at least one of the following two fields is also required:*

- Online resource that provides information about the specific types of hazardous waste managed by the institution. Website URL.
- Document that provides information about the specific types of hazardous waste managed by the institution. Upload.

## Glossary

**Electronic waste (e-waste)** – Any material from electronic devices and systems generated as a waste stream in a processing operation or discarded after service or that is considered to be electronic waste by state/provincial or national legislation. Include, at minimum, all materials accepted as electronics by the institution's e-waste recycler, e.g., computers, printers, ink cartridges, other office electronics, mobile phones and similar devices, televisions and displays, ancillary items such as chargers and cords, and consumer electronic batteries. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Hazardous waste** – Waste that is considered to be hazardous by state/provincial or national legislation or that possesses any of the characteristics contained in Annex III of the Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal. Examples include certain chemicals, batteries, pesticides, mercury-containing equipment, lamps, and light bulbs. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Non-hazardous waste** – Any substance or object which the institution discards, intends to discard, or is required to discard that is not classified as **hazardous waste**. This includes municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials.

**Waste** – Any substance or object which the institution "discards, intends to discard, or is required to discard". This includes materials that are disposed of and materials that are diverted from disposal through recovery operations. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

# OP 12: Waste Generation and Recovery

## Rationale

This credit recognizes institutions that minimize the waste materials they produce through source reduction, and divert materials from disposal to a landfill or incinerator through recovery operations.

## Applicability

This credit is applicable to all institutions, however indicator 12.4 is only applicable to institutions that have conducted one or more major construction, renovation, and/or demolition projects within the previous three years.

## Points available

A total of either 5 or 4 points are available for this credit, as outlined in Table I.

Table I. Points available for waste generation and recovery

| Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years? | Points available for indicator 12.1 | Points available for indicator 12.2 | Points available for indicator 12.3 | Points available for indicator 12.4 | Total points available |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|
| Yes   | 1                                   | 1                                   | 2                                   | 1                                   | 5                      |
| No  | 1                                   | 1                                   | 2                                   | 0                                   | 4                      |

## Criteria

### 12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of **non-hazardous waste** generated per **full-time equivalent** of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in Tables II-VII.

Table II. Performance range by peer group, non-hazardous waste per person

| Peer group   | A. Minimum threshold         |   | B. Benchmark     |   | C. Range |
|--|------------------------------|---|------------------|---|----------|
| Associate's colleges, short-cycle institutions, and pre-tertiary schools | 95 kilograms (kg) per person | - | 16 kg per person | = | 79       |
| Baccalaureate colleges and boarding schools                              | 556 kg per person            | - | 49 kg per person | = | 507      |
| Master's colleges and universities                                       | 275 kg per person            | - | 26 kg per person | = | 249      |
| Doctoral universities and research institutions                          | 322 kg per person            | - | 24 kg per person | = | 298      |

Table III. Non-hazardous waste diverted from disposal through recovery operations (metric tons)

| Non-hazardous waste recycled |   | Non-hazardous waste composted |   | Non-hazardous waste prepared for reuse |   | Total non-hazardous waste diverted from disposal |
|------------------------------|---|-------------------------------|---|--|---|--|
|                              | + |                               | + |  | = |  |

Table IV. Annual non-hazardous waste generated (metric tons)

| Total non-hazardous waste diverted from disposal (Table III) |   | Non-hazardous waste disposed of to a landfill or incinerator |   | Annual non-hazardous waste generated |
|--|---|--|---|--------------------------------------|
|  | + |  | = |                                      |

Table V. Full time equivalent students and employees

| Full-time equivalent student enrollment |  | Full-time equivalent of employees |  | Full-time equivalent students and employees |
|---|--|-----------------------------------|--|---|
|   |  |                                   |  |   |

|  |   |  |   |  |
|--|---|--|---|--|
|  | + |  | = |  |
|--|---|--|---|--|

Table VI. Annual non-hazardous waste generated per person (kg)

|   |   |                   |   |   |   |   |
|---|---|-------------------|---|---|---|---|
| Annual non-hazardous waste generated (Table IV) |   | Conversion factor |   | Full-time equivalent students and employees (Table V) |   | Annual non-hazardous waste generated per person |
|   | × | 1,000             | ÷ |   | = |   |

Table VII. Points earned for indicator 12.1

|  |   |  |   |                            |   |                  |   |               |
|--|---|--|---|----------------------------|---|------------------|---|---------------|
| Minimum threshold (Table II, column A) |   | Annual non-hazardous waste generated per person (Table VI) |   | Range (Table II, column C) |   | Points available |   | Points earned |
|  | - |  | ÷ |                            | × | 1                | = |               |

### Measurement

Report the most recent annual data available from within the previous three years. An institution may track **waste** over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a **representative sample**.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided in the Reporting Tool.

## Documentation

Report the following information in the online Reporting Tool, with waste figures provided in metric tons (tonnes) and percentage figures provided within a range of 0 to 100. To convert US (short) tons, multiply by 0.907185.

- Performance year for non-hazardous waste (required). The year the performance period ended.
- Peer group (required)
  - Associate's colleges, short-cycle institutions, and pre-tertiary schools
  - Baccalaureate colleges and boarding schools
  - Master's colleges and universities
  - Doctoral universities and research institutions
- Non-hazardous waste **recycled** (required). Metric tons.
- Non-hazardous waste composted (required). Metric tons. Include on-site anaerobic digestion that produces materials fit for use on soils and farmlands.
- Non-hazardous waste **prepared for reuse** (required). Metric tons. Include items redirected for repair, surplus, donation, or resale.
- Non-hazardous waste disposed of to a landfill or incinerator (required). Metric tons. This may include facilities that have energy recovery systems.
- Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a **waste-to-energy (WTE) facility** (optional)
- Full-time equivalent student enrollment (required)
- Full-time equivalent of employees (required)

The Reporting Tool will automatically calculate the following four figures:

- Total non-hazardous waste diverted from disposal. Metric tons.
- Annual non-hazardous waste generated. Metric tons.
- Full-time equivalent students and employees
- Annual non-hazardous waste generated per person. Kilograms.

## 12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of **non-hazardous waste** generated per **gross square meter of floor area** is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in Tables VIII-X.



Table VIII. Performance range by peer group, non-hazardous waste per square meter

| Peer group   | A. Minimum threshold                |   | B. Benchmark            |   | C. Range |
|--|-------------------------------------|---|-------------------------|---|----------|
| Associate's colleges, short-cycle institutions, and pre-tertiary schools | 7.9 kilograms (kg) per square meter | - | 1.6 kg per square meter | = | 6.3      |
| Baccalaureate colleges and boarding schools                              | 12.1 kg per square meter            | - | 2.1 kg per square meter | = | 10       |
| Master's colleges and universities                                       | 14.1 kg per square meter            | - | 1.5 kg per square meter | = | 12.6     |
| Doctoral universities and research institutions                          | 11.0 kg per square meter            | - | 1.4 kg per square meter | = | 9.6      |

Table IX. Annual non-hazardous waste generated per unit of floor area (kg)

| Annual non-hazardous waste generated (Table IV) |   | Conversion factor |   | Gross floor area of building space |   | Annual non-hazardous waste generated per square meter |
|---|---|-------------------|---|------------------------------------|---|---|
|   | × | 1,000             | ÷ |                                    | = |   |

Table X. Points earned for indicator 12.2

| Minimum threshold (Table VIII, column A) |   | Annual non-hazardous waste generated per square meter (Table IX) |   | Range (Table VIII, column C) |   | Points available |   | Points earned |
|--|---|--|---|------------------------------|---|------------------|---|---------------|
|  | - |  | ÷ |                              | × | 1                | = |               |

## Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

## Documentation

Report the following information in the online Reporting Tool, with gross floor area provided in square meters. To convert square feet, multiply by 0.09290304.

- **Gross floor area of building space** (required). Square meters. Parking structures excluded.

The Reporting Tool will automatically calculate the following figure:

- Annual non-hazardous waste generated per unit of floor area. Kilograms per square meter.

## 12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from **disposal** through **recovery** operations. Incremental points are available and earned as outlined in Table XI.

Table XI. Points earned for indicator 12.3

| Total non-hazardous waste diverted from disposal (Table III ) |   | Annual non-hazardous waste generated (Table IV ) |   | Factor |   | Points earned |
|---|---|--|---|--------|---|---------------|
|   | ÷ |  | × | 2.22   | = | Up to 2       |

## Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

## Documentation

The Reporting Tool will automatically calculate the following figure:

- Percentage of non-hazardous waste diverted from disposal

## 12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in Tables XII-XIV.

Table XII. C&D waste diverted from disposal through recovery operations (metric tons)

| C&D waste recycled |  | C&D waste prepared for reuse |  | Total C&D waste diverted from disposal |
|--------------------|--|------------------------------|--|--|
|--------------------|--|------------------------------|--|--|

|  |   |  |   |  |
|--|---|--|---|--|
|  | + |  | = |  |
|--|---|--|---|--|

Table XIII. Annual C&D waste generated (metric tons)

|  |   |  |   |                            |
|--|---|--|---|----------------------------|
| Total C&D waste diverted from disposal (Table XII) |   | C&D waste disposed of to a landfill or incinerator |   | Annual C&D waste generated |
|  | + |  | = |                            |

Table XIV. Points earned for indicator 12.4

|  |   |   |   |        |   |               |
|--|---|---|---|--------|---|---------------|
| Total C&D waste diverted from disposal (Table XII) |   | Annual C&D waste generated (Table XIII) |   | Factor |   | Points earned |
|  | ÷ |   | × | 1.11   | = | Up to 1       |

## Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided in the Reporting Tool.

## Documentation

Report the following information in the online Reporting Tool, with waste figures provided in metric tons (tonnes). To convert US (short) tons, multiply by 0.907185.

- Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years? (required)

*If No, this indicator is not applicable and is excluded from scoring. If Yes, the following field is also required:*

- Does the institution have sufficient data on construction and demolition waste to pursue this indicator?

*If Yes to both of the preceding questions, the following four fields are also required:*

- Performance year for construction and demolition waste. The year the performance period ended.
- Construction and demolition waste recycled. Metric tons.
- Construction and demolition waste prepared for reuse. Metric tons. Include items redirected for repair, surplus, donation, or resale.
- Construction and demolition waste disposed of to a landfill or incinerator. Metric tons.

The Reporting Tool will automatically calculate the following three figures:

- Total construction and demolition waste diverted from disposal. Metric tons.
- Annual construction and demolition waste generated. Metric tons.
- Percentage of construction and demolition waste diverted from disposal

## Glossary

**Disposal** – The end-of-life management of discarded products, materials, and resources in a sink or through a chemical or thermal transformation that makes these products, materials, and resources unavailable for further use (e.g., incineration and landfilling). Disposal includes any operation which is not **recovery**, even where the operation has as a secondary consequence the recovery of energy. Adapted from the definitions used by the Global Reporting Initiative (GRI) and the European Union (EU) Waste Framework Directive.

**Full-time equivalent (FTE)** – A unit used to measure employed persons or students in a way that makes them comparable although they may work or study a different number of hours per week. An institution should report its best estimates for FTE figures, annualized as feasible and calculated according to relevant national, regional or international standards. IPEDS, for example, calculates the number of FTE staff by summing the total number of full-time staff and adding one-third of the total number of part-time staff. [Adapted from the definition used by Eurostat.]

**Gross floor area of building space** – 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. Unless otherwise specified, unoccupied buildings and parking structures are excluded. 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; an

institution 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.

**Hazardous waste** – Waste that is considered to be hazardous by state/provincial or national legislation or that possesses any of the characteristics contained in Annex III of the Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal. Examples include certain chemicals, batteries, pesticides, mercury-containing equipment, lamps, and light bulbs. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Major renovation** – A project that includes major HVAC improvements, significant building envelope modifications, and/or major interior rehabilitation, for example that require occupants to vacate the space, as specified in a green building standard or rating system or the institution's own policies or standards.

**Non-hazardous waste** – Any substance or object which the institution discards, intends to discard, or is required to discard that is not classified as **hazardous waste**. This includes municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials.

**Preparation for reuse** – Checking, cleaning, or repairing operations by which products or components of products that have become waste are prepared to be put to use for the same purpose for which they were conceived. This may include redirecting items for surplus, donation, or resale. [Adapted from the definitions used by the Global Reporting Initiative (GRI) and the European Union (EU) Waste Framework Directive.]

**Recovery** – Any operation wherein products, components of products, or materials that have become waste are prepared to fulfill a purpose in place of new products, components, or materials that would otherwise have been used for that purpose. Preparation for reuse and recycling are examples of recovery operations. In the context of waste reporting, recovery operations do not include energy recovery. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Recycling** – The reprocessing of products or components of products that have become waste, to make new materials. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Representative sample** – 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 1,000 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.

**Waste** – Any substance or object which the institution "discards, intends to discard, or is required to discard". This includes materials that are disposed of and materials that are diverted from disposal through recovery operations. [Adapted from the definition used by the United Nations Environment Programme (UNEP).]

**Waste-to-energy (WTE) facilities** – Facilities that convert non-recyclable residual waste materials into usable heat, electricity, or fuel, e.g., through combustion, gasification, pyrolysis, anaerobic digestion, or landfill gas recovery.

# Transportation

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

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <p><b>OP 13: Vehicle Fleet</b><br/>Applicable to institutions that own or lease motorized cars, vans, trucks, and/or buses.</p>                         | <b>2</b>         |
| 13.1 Percentage of fleet vehicles that are electric vehicles  | 2                |
| <p><b>OP 14: Commute Modal Split</b><br/>Applicable to all institutions.</p>  | <b>6</b>         |
| 14.1 Percentage of students and employees using more sustainable commuting options  | 6                |
| <p><b>OP 15: Air Travel</b><br/>Applicable to institutions with annual expenditures on directly financed air travel of \$50,000 US Dollars or more.</p> | <b>2</b>         |
| 15.1 Air travel reduction and mitigation  | 2                |
| <b>Maximum points available →</b>   | <b>10</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Transportation to its report. See the IL credit catalog for more information.

# OP 13: Vehicle Fleet

## Rationale

This credit recognizes institutions that include zero and near-zero emission cars, vans, trucks, and buses in their motorized vehicle fleets. In addition to reducing emissions and improving local air quality, an institution can help shape markets by creating demand for and enhancing the visibility of these vehicles. While the climate impacts of an institution’s fuel consumption (including its use of alternatives such as biofuels and compressed natural gas) are addressed in the Greenhouse Gas Emissions credit, this credit specifically recognizes the use of zero emission and plug-in hybrid electric vehicles.

## Applicability

Applicable to institutions that own or lease motorized cars, vans, trucks, and/or buses.

## Points available

A maximum of 2 points are available for this credit.

## Criteria

### 13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., **zero emission vehicles (ZEVs)** and/or **plug-in hybrid electric vehicles (PHEVs)**. Incremental points are available and earned as outlined in Tables I and II.

Table I. Percentage of fleet vehicles that are electric vehicles

|  |   |   |   |  |   |   |
|--|---|---|---|--|---|---|
| Number of cars, vans, trucks, and buses in the institution’s fleet that are ZEVs |   | Number of cars, vans, trucks, and buses in the institution’s fleet that are PHEVs |   | Total number of cars, vans, trucks, and buses in the institution’s fleet |   | Percentage of fleet vehicles that are electric vehicles |
|  | + |   | ÷ |  | = |   |

Table II. Points earned for indicator 13.1

|   |  |                  |  |               |
|---|--|------------------|--|---------------|
| Percentage of fleet vehicles that are electric vehicles (Table I) |  | Points available |  | Points earned |
|---|--|------------------|--|---------------|



|  |   |   |   |  |
|--|---|---|---|--|
|  | × | 2 | = |  |
|--|---|---|---|--|

## Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

## Documentation

Report the following information in the online Reporting Tool.

- Total number of cars, vans, trucks, and buses in the institution’s fleet (required)
- Number of cars, vans, trucks, and buses in the institution’s fleet that are zero emission vehicles (ZEVs) (required). Include battery electric vehicles (BEVs) and hydrogen fuel cell electric vehicles (FCEVs).
- Number of cars, vans, trucks, and buses in the institution’s fleet that are plug-in hybrid electric vehicles (PHEVs) (required)

The Reporting Tool will automatically calculate the following figure:

- Percentage of fleet vehicles that are electric vehicles

## Glossary

**Plug-in hybrid electric vehicle (PHEV)** – A combination of gasoline and electric vehicle, PHEVs have a battery, an electric motor, a gasoline tank, and an internal combustion engine. PHEVs use both gasoline and electricity as fuel sources. [Adapted from the definition used by the US Environmental Protection Agency.]

**Zero emission vehicle (ZEV)** – A vehicle that produces no emissions from the on-board source of power. Included are full battery electric vehicles (BEVs) and hydrogen fuel cell vehicles (FCVs). [Adapted from the definition used by the California Air Resources Board (CARB).]

# OP 14: Commute Modal Split

## Rationale

This credit recognizes institutions where students and employees walk, cycle, carpool, and use public transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system. The use of more sustainable modes of transport helps reduce local air pollution, traffic congestion, and greenhouse gas emissions, as well as helping to facilitate more sustainable land use patterns and healthier alternatives to conventional modes.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 6 points are available for this credit.

## Criteria

### 14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use **more sustainable commuting options** (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in Tables I through III.

Table I. Full time equivalent students and employees

|   |   |                                   |   |   |
|---|---|-----------------------------------|---|---|
| Full-time equivalent student enrollment |   | Full-time equivalent of employees |   | Full-time equivalent students and employees |
|   | + |                                   | = |   |

Table II. Points available for each population group

|       |                      |  |   |  |        |  |                  |
|-------|----------------------|--|---|--|--------|--|------------------|
| Group | Full-time equivalent |  | Full-time equivalent students and employees (Table I) |  | Factor |  | Points available |
|-------|----------------------|--|---|--|--------|--|------------------|

|           |  |   |  |   |   |   |  |
|-----------|--|---|--|---|---|---|--|
| Students  |  | ÷ |  | × | 6 | = |  |
| Employees |  | ÷ |  | × |   | = |  |

Table III. Points earned for indicator 14.1

| Group                 | Percentage that use more sustainable commuting options |   | Factor |   | Points available (Table II) |   | Points earned |
|-----------------------|--|---|--------|---|-----------------------------|---|---------------|
| Students              |  | ÷ | 100    | × |                             | = |               |
| Employees             |  | ÷ |        | × |                             | = |               |
| Total points earned → |  |   |        |   |                             |   |               |

## Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. **Representative samples** may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their **primary means of transportation**. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48:  $(0.6 \times 40) + (0.4 \times 60)$ .

## Documentation

Report the following information in the online Reporting Tool, with the percentage figures provided within a range from 0 to 100.

- Performance year for commute modal split (required). The year the performance period ended.
- Full-time equivalent student enrollment (required)

- Full-time equivalent of employees (required)
- Has the institution gathered data about student commuting behavior? (required)

*If No, none of the points available for students are earned. If Yes, the following two fields are also required:*

- Percentage of students that use more sustainable commuting options
- Description of the methodology used to gather data about student commuting. Include the timeframe for when the analysis was conducted, what transportation modes were included, and how a representative sample was reached, if applicable.

- Has the institution gathered data about employee commuting behavior? (required)

*If No, none of the points available for employees are earned. If Yes, provide the following:*

- Percentage of employees that use more sustainable commuting options
- Description of the methodology used to gather data about employee commuting. Include the timeframe for when the analysis was conducted, what transportation modes were included, and how a representative sample was reached, if applicable.

### Optional student commuting data

The following 10 fields are optional and included to provide additional context for interpreting the institution's student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

- Percentage of students that commute using single-occupancy car, van, or truck (optional)
- Percentage of students that commute by walking or the equivalent (optional)
- Percentage of students that commute by cycling or another micro-mobility option (optional)
- Percentage of students that commute by carpool or vanpool (optional)
- Percentage of students that commute by bus, shuttle, or ferry (optional)
- Percentage of students that commute by rail (optional)
- Percentage of students that commute by light rail or tram (optional)
- Percentage of students that commute by motorcycle or moped (optional). If tracked separately.
- Percentage of students that commute by zero emission vehicle (optional). If tracked separately.
- Percentage of students that avail of remote learning (optional). If tracked separately.

## Optional employee commuting data

The following 10 fields are optional and included to provide additional context for interpreting the institution's employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

- Percentage of employees that commute using single-occupancy car, van, or truck (optional)
- Percentage of employees that commute by walking or the equivalent (optional)
- Percentage of employees that commute by cycling or another micro-mobility option (optional)
- Percentage of employees that commute by carpool or vanpool (optional)
- Percentage of employees that commute by bus, shuttle, or ferry (optional)
- Percentage of employees that commute by rail (optional)
- Percentage of employees that commute by light rail or tram (optional)
- Percentage of employees that commute by motorcycle or moped (optional). If tracked separately.
- Percentage of employees that commute by zero emission vehicle (optional). If tracked separately.
- Percentage of employees that avail of remote work (optional). If tracked separately.

## Glossary

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff, and regular/permanent and short-term/casual employees.

**More sustainable commuting options** – Alternatives to single-occupancy conventional, hybrid, and low-emission cars, vans, and trucks, for example:

- Walking, running, skateboarding, and similar modes
- Cycling, including electric-assist bicycles and other micro-mobility options such as e-scooters
- Carpooling and vanpooling
- Public transportation, including bus/shuttle, light rail or tram, commuter rail, and ferry
- Motorcycles, mopeds, and combustion-driven scooters
- Zero emission vehicles
- Remote working and remote learning

**Primary means of transportation** – The mode of transport used for the majority of trips (e.g., more than five out of 10 per week) or days (e.g., telecommuting on more than 50 percent of scheduled workdays).

**Representative sample** – 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.

**Zero emission vehicle (ZEV)** – A vehicle that produces no emissions from the on-board source of power. Included are full battery electric vehicles (BEVs) and hydrogen fuel cell vehicles (FCVs). [Adapted from the definition used by the California Air Resources Board (CARB).]

# OP 15: Air Travel

## Rationale

This credit recognizes institutions that are reducing and mitigating their business air travel. An institution can help shift the culture around academic flying, in particular, by normalizing decentralized forms of collaboration and treating air travel as exceptional.

## Applicability

Applicable to institutions with annual expenditures on directly financed air travel of \$50,000 US Dollars or more.

## Points available

A maximum of 2 points are available for this credit.

## Criteria

### 15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the three criteria listed below. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 15.1

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution provides incentives designed to encourage employees to reduce their air travel.  | 1                |               |
| B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel. | 1                |               |
| C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.                                   | 1                |               |
| Total points earned →   |                  | Up to 2       |

## Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution provide incentives designed to encourage employees to reduce their air travel? (required). For example, funding that compensates for the time and financial costs incurred while traveling by land or sea, support for extended stays over more frequent and shorter research trips (e.g., for field work), and/or allowing unutilized travel funds to be transferred into funding for other priorities such as research expenses or virtual work.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's incentives designed to encourage employees to reduce their air travel
- Has the institution adopted restrictive measures designed to reduce the GHG emissions associated with its directly financed air travel? (required). For example, departmental carbon travel budgets or a ban on short haul flights.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's restrictive measures designed to reduce its air travel emissions
- Does the institution have a program designed to mitigate the GHG emissions associated with its directly financed air travel? (required). For example an air travel mitigation fund or offset program.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's air travel mitigation program



# Planning & Administration (PA)

---

# Coordination & Planning

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>PA 1: Sustainability Coordination</b><br>Applicable to all institutions. | <b>1</b>         |
| 1.1 Coordinating committee, officer, or office for sustainability           | 1                |
| <b>PA 2: Commitments and Planning</b><br>Applicable to all institutions.    | <b>6</b>         |
| 2.1 Public sustainability commitment  | 2                |
| 2.2 Measurable sustainability objectives                                    | 3                |
| 2.3 Climate resilience assessment and planning                              | 1                |
| <b>PA 3: Institutional Governance</b><br>Applicable to all institutions.    | <b>4</b>         |
| 3.1 Student participation in governance                                     | 1                |
| 3.2 Academic staff participation in governance                              | 1                |
| 3.3 Non-academic staff participation in governance                          | 1                |
| 3.4 Community participation in governance                                   | 1                |
| <b>Maximum points available →</b>   | <b>11</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Coordination & Planning to its report. See the IL credit catalog for more information.

# PA 1: Sustainability Coordination

## Rationale

This credit recognizes institutions that have mechanisms and personnel and mechanisms in place to support and coordinate their sustainability initiatives.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 1 point is available for this credit.

## Criteria

### 1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

## Measurement

Report on the current status of the institution's programs, initiatives, and staff positions.

## Documentation

- Does the institution have one or more sustainability committees? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's sustainability committees. Include, for example, each committee's charter or mission statement and a list of its members, including affiliations and role (e.g., student, academic staff, or non-academic staff).
- Does the institution have one or more **sustainability officers**? (required). Report on employees whose primary focus and responsibility is advancing sustainability (e.g., sustainability coordinators, managers, directors, and officers).

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's sustainability officers. Include, for example, the title and a brief description of each position.
- Does the institution have a sustainability office that includes more than one full-time equivalent employee? (required)

*If Yes, the following two fields are also required:*

- Description of each sustainability office
- Full-time equivalent of people employed in the sustainability offices
- Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution? (required). For example, an institution-wide sustainability committee or an officer or office responsible for the entire campus.

*If Yes, the following field is also required:*

- Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years

#### Job descriptions (optional)

- Text of the job description for the institution's sustainability officer (1st position) (optional)
- Copy of the job description for the institution's sustainability officer (1st position) (optional)  
Upload.
- Text of the job description for the institution's sustainability officer (2nd position) (optional)
- Copy of the job description for the institution's sustainability officer (2nd position) (optional)  
Upload.
- Text of the job description for the institution's sustainability officer (3rd position) (optional)
- Copy of the job description for the institution's sustainability officer (3rd position) (optional)  
Upload.

## Glossary

**Sustainability officer** – An employee whose primary focus and responsibility is advancing sustainability. Examples include sustainability coordinators, managers, directors, and officers.

# PA 2: Commitments and Planning

## Rationale

This credit recognizes institutions that have made a public commitment to and developed comprehensive plans for sustainability. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future and provides a roadmap to help guide decision-making. Establishing measurable goals and objectives allows an institution to track its future progress, identify and document its successes, and manage the levels of resources devoted to (and required for) the attainment of its sustainability goals. Including sustainability in the institution's strategic plan and other guiding documents also signals an institution's commitment to sustainability and may help infuse an ethic of environmental, fiscal and social responsibility throughout the campus community.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 6 points are available for this credit.

## Criteria

### 2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution's guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

#### Measurement

Report on the institution's current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

#### Documentation

Report the following information in the online Reporting Tool.

- Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan? (required)

*If Yes, at least one of the following two fields is also required:*

- Narrative detailing the institution’s guiding vision or goals for sustainability and the plan(s) in which they are published
- Narrative and/or website URL outlining the institution’s external sustainability commitments that include a reporting requirement

## 2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more **measurable sustainability objectives** that address A) teaching, learning, and research, B) stakeholder engagement, C) campus operations, D) racial equity and social justice, and E) administration and finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in Table I.

Table I. Points earned for indicator 2.2

| Criterion. Institution has adopted one or more measurable sustainability objectives that address: | Points available | Points earned |
|---|------------------|---------------|
| A. Teaching, learning, and research   | 0.6              |               |
| B. Stakeholder engagement   | 0.6              |               |
| C. Campus operations  | 0.6              |               |
| D. Racial equity and social justice   | 0.6              |               |
| E. Administration and finance   | 0.6              |               |
| Total points earned →   |                  |               |

### Measurement

Report on the institution’s active plans, e.g., the institution’s current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

### Documentation

Report the following information in the online Reporting Tool.

- Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and research? (required). For example, objectives related to sustainability courses and education programs, research that addresses sustainability challenges, or co-curricular education, employee training, and community education in sustainability.

*If Yes, the following field is also required:*

- Narrative listing the institution’s measurable sustainability objectives that address teaching, learning, and research. Include the plan in which each objective is published,

the year it was last updated, and the staff position or unit accountable for each objective.

- Has the institution adopted one or more measurable sustainability objectives that address stakeholder engagement? (required). For example, objectives related to collaborations and partnerships for sustainability or student and staff participation in sustainability initiatives.

*If Yes, the following field is also required:*

- Narrative listing the institution's measurable sustainability objectives that address stakeholder engagement. Include the plan in which each objective is published, the year it was last updated, and the staff position or unit accountable for each objective.
- Has the institution adopted one or more measurable sustainability objectives that address campus operations? (required). For example, objectives related to energy and water efficiency, ecologically managed grounds, renewable energy and greenhouse gas emissions, sustainable procurement, waste minimization and recovery, or sustainable transportation.

*If Yes, the following field is also required:*

- Narrative listing the institution's measurable sustainability objectives that address campus operations. Include the plan in which each objective is published, the year it was last updated, and the staff position or unit accountable for each objective.
- Has the institution adopted one or more measurable sustainability objectives that address racial equity and social justice? (required). For example, objectives related to equitable student access and success, pay equity, a living wage, or labor and human rights.

*If Yes, the following field is also required:*

- Narrative listing the institution's measurable sustainability objectives that address racial equity and social justice. Include the plan in which each objective is published, the year it was last updated, and the staff position or unit accountable for each objective.
- Has the institution adopted one or more measurable sustainability objectives that address administration and finance? (required). For example, objectives related to sustainability reporting, overall sustainability performance, student and staff wellbeing, sustainable investment, or financial savings attributable to sustainability initiatives.

*If Yes, the following field is also required:*

- Narrative listing the institution's measurable sustainability objectives that address administration and finance. Include the plan in which each objective is published, the year it was last updated, and the staff position or unit accountable for each objective.

## 2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate



resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in Table II.

Table II. Points earned for indicator 2.3

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community. | 0.33             |               |
| B. Institution participates in an ongoing campus-community task force or committee that is focused on climate resilience.  | 0.33             |               |
| C. Institution has incorporated climate resilience strategies and/or goals into one or more of its published plans.  | 0.33             |               |
| Total points earned →  |                  |               |

## Measurement

Report on active plans and assessments completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

## Documentation

Report the following information in the online Reporting Tool.

- Has the institution conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community? (required)
  - If Yes, the following field is also required:*
    - Narrative and/or website URL providing an overview of the institution’s climate resilience assessment
- Does the institution participate in an ongoing campus-community task force or committee that is focused on climate resilience? For example, an ongoing climate change committee that includes representatives from the institution and the local community.
  - If Yes, the following field is also required:*
    - Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience
- Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?

*If Yes, the following field is also required:*

- Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published

## Glossary

**Measurable sustainability objectives** – Criteria used to assess progress toward the attainment of a sustainability goal or target (e.g., emissions reductions, reductions in resource use or waste, the establishment of new sustainability programs or initiatives, increases in the number of people impacted by sustainability programs and initiatives, and financial savings attributable to sustainability initiatives). In addition to being measurable, such objectives should be specific, achievable, relevant and time-bound (SMART). Examples include:

- The institution will reduce its greenhouse gas emissions 50 percent by 2030.
- 100 percent of graduates will be able to demonstrate sustainability literacy by 2030 as measured by a standard sustainability literacy survey.
- By 2030, all students and staff will be required to participate in anti-racism training and the diversity and inclusion grant program will double the percentage of graduate students from marginalized groups.
- In 2030, the institution will roll out a student eco-reps program in all residence halls and the sustainability committee will adopt a green office certification program.
- The institution will save in excess of \$1 million over the next 10 years due to energy efficiency improvements.

# PA 3: Institutional Governance

## Rationale

This credit recognizes institutions that engage campus and community stakeholders in governance. Governance includes a variety of organizational functions and decision-making processes, from financial oversight and personnel management to goal-setting and strategic planning. Sustainability requires open, inclusive, and participatory processes and structures that empower stakeholder groups to come together and work collaboratively to address sustainability challenges.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 4 points are available for this credit.

## Criteria

### 3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 3.1

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution. | 0.5              |               |
| B. One or more student representatives are included as members of the institution's <b>highest decision-making body</b> .                 | 0.25             |               |
| C. At least one student representative has voting rights on the institution's highest decision-making body.                               | 0.25*            |               |
| <b>Total points earned →</b>  |                  |               |

\* Criterion B must be met to earn points for criterion C.

## Measurement

Report on the current status of the institution's governance structures.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution? (required). For example, student government or a student council.

*If Yes, the following field is also required:*

- Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution
- Are one or more student representatives included as members of the institution's highest decision-making body? (required). For example, a governing board that includes a student council representative.

*If Yes, the following two fields are also required:*

- Narrative and/or website URL outlining student representation on the institution's highest decision-making body
- Does at least one student representative have voting rights on the highest decision-making body?
- Description of other mechanisms used to consult students on institutional decisions, plans, or policies (optional). For example, surveys, focus groups, task forces, and deliberative mini-publics.

## 3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 3.2

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has one or more ongoing bodies through which <b>academic staff</b> can democratically participate in the governance of the institution. | 0.5              |               |
| B. One or more academic staff representatives are  | 0.25             |               |

|  |       |  |
|--|-------|--|
| included as members of the institution's highest decision-making body.   |       |  |
| C. At least one academic staff representative has voting rights on the institution's highest decision-making body. | 0.25* |  |
| Total points earned →  |       |  |

\* Criterion B must be met to earn points for criterion C.

## Measurement

Report on the current status of the institution's governance structures.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution? (required). For example, a faculty senate or academic staff council.

*If Yes, the following field is also required:*

- Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution
- Are one or more academic staff representatives included as members of the institution's highest decision-making body? (required). For example, a governing board that includes an academic senate representative.

*If Yes, the following two fields are also required:*

- Narrative and/or website URL outlining academic staff representation on the institution's highest decision-making body
- Does at least one academic staff representative have voting rights on the institution's highest decision-making body?
- Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies (optional). For example, surveys, focus groups, task forces, and deliberative mini-publics.

## 3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 3.3

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution. | 0.5              |               |
| B. One or more staff members representing non-managerial workers are included as members of the institution's highest decision-making body.         | 0.25             |               |
| C. At least one staff member representing non-managerial workers has voting rights on the institution's highest governing body.                     | 0.25*            |               |
| Total points earned →   |                  |               |

\* Criterion B must be met to earn points for criterion C.

## Measurement

Report on the current status of the institution's governance structures.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution? (required). For example, a staff council or works council.

*If Yes, the following field is also required:*

- Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution
- Are one or more staff members representing non-managerial workers included as members of the institution's highest decision-making body? (required). For example, a governing board that includes a staff council representative.

*If Yes, the following two fields are also required:*

- Narrative and/or website URL outlining non-academic staff representation on the institution's highest decision-making body
- Does at least one staff member representing non-managerial workers have voting rights on the institution's highest decision-making body?

- Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies (optional). For example, surveys, focus groups, task forces, and deliberative mini-publics.

### 3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below. Partial points are available and earned as outlined in Table IV.

Table IV. Points earned for indicator 3.4

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. Institution has one or more ongoing bodies through which local <b>community-based organizations</b> not affiliated with the institution can democratically participate in its governance. | 0.5              |               |
| B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.                     | 0.5              |               |
| <b>Total points earned →</b>   |                  |               |

#### Measurement

Report on the current status of the institution's governance structures.

#### Documentation

Report the following information in the online Reporting Tool.

- Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance? (required). For example, a multi-stakeholder “town and gown” committee or an institutional board or council that includes a representative from a local residents’ association.

*If Yes, the following field is also required:*

- Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution
- Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies? (required). For example, a survey, focus group, advisory panel, task force, or deliberative mini-public.

*If Yes, the following field is also required:*

- Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies

## Glossary

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include 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. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Community-based organizations (CBOs)** – Non-profit, non-governmental, or charitable organizations that represent community needs and work to help them. CBOs may be associated with a particular area of concern or segment of the community. [Carleton College Community First Glossary]

**Highest decision-making body** – The group of people that is vested with the authority to exercise governance over the institution. This body might be called the board of trustees, governors, overseers, regents, or visitors. For institutions that are part of larger systems, the highest governing body is often a system-wide board unless the institution is administered by its own governing board.

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



# Investment

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>PA 4: Sustainable Investment Program</b><br>Applicable to institutions with investment pools of \$1 million (USD) or more. | <b>4</b>         |
| 4.1 Sustainable investment policy or committee  | 2                |
| 4.2 Negative screening and divestment   | 1                |
| 4.3. Investor engagement  | 1                |
| <b>PA 5: Investment Holdings</b><br>Applicable to institutions with investment pools of \$1 million (USD) or more.            | <b>6 or 3</b>    |
| 5.1 Investment holdings disclosure  | 2 or 1           |
| 5.2 Percentage of the investment pool allocated to positive sustainability investments  | 4 or 2           |
| <b>Maximum points available →</b>   | <b>10</b>        |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Investment to its report. See the IL credit catalog for more information.

# PA 4: Sustainable Investment Program

## Rationale

This credit recognizes institutions that have established **sustainable investment** programs and participate as engaged investors in support of a just and low carbon future. In doing so, colleges and universities fulfill their fiduciary duty of incorporating all value drivers, including environmental, social, and governance (ESG) factors, in their investment decisions. There are a number of fundamental steps an institution can take to hold itself, its investment managers, and the companies in which it has invested accountable for their sustainability-related impacts. A robust sustainable investment program and engagement strategy can help align an institution's investments with its values, protect the institution from the financial and reputational consequences of risk-prone corporate behavior, manage its climate-related financial risk, and improve the underlying environmental, social, and governance performance of the businesses it invests in.

## Applicability

Applicable to institutions with **investment pools** of \$1 million US Dollars (USD) or more.

## Points available

A maximum of 4 points are available for this credit.

## Indicators

### 4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated **environmental, social, and governance (ESG)** factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a **committee on investor responsibility (CIR)**.

#### Measurement

Report on current **sustainable investment policies** and directives and/or currently active committees.

#### Documentation

Report the following information in the online Reporting Tool.

- Has the institution formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions? **(required)**. For example, by adopting a sustainable investment policy or directive that outlines the institution's overall approach to sustainable investment, by integrating ESG factors and/or climate risk into its existing investment policy statement, or through a CIR tasked with

advising decision makers on sustainable investment and/or assessing climate risk in the investment strategy.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of how the institution has incorporated ESG factors and/or climate risk as material issues to be considered when making investment decisions. Include, for example, the relevant policy language or the online resource where it may be found.

## 4.2 Negative screening and divestment

An institution earns 1 point when it employs negative **screening** and/or targeted **divestment** in support of sustainability, as evidenced by a published policy or directive or a public commitment.

### Measurement

Report on current policies and directives and/or public commitments made by the institution.

### Documentation

Report the following information in the online Reporting Tool.

- Does the institution employ negative screening and/or targeted divestment in support of sustainability? (required). For example, intentionally not investing new capital in specific sectors or excluding or selling off shares in companies because they are engaged in activities such as fossil fuel production, human rights violations, or weapons manufacture.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing evidence of the institution's use of negative screening and/or targeted divestment in support of sustainability. For example, a public commitment to fossil fuel divestment or language in a sustainable investment policy or directive that explicitly mentions the institution's commitment to fossil fuel divestment.

## 4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 4.3

| Criterion | Points available | Points earned |
|-----------|------------------|---------------|
|-----------|------------------|---------------|

|   |      |  |
|---|------|--|
| A. Institution has engaged in proxy voting in support of sustainability during the previous three years, either directly or through an investment manager.  | 0.33 |  |
| B. Institution has filed a shareholder resolution or signed on to an investor statement in support of sustainability during the previous three years, either directly or through an investment manager. | 0.33 |  |
| C. Institution is an active participant in one or more sustainability or ESG-focused investor networks.   | 0.33 |  |
| Total points earned →   |      |  |

**Measurement**

Report on activities from within the previous three years.

**Documentation**

Report the following information in the online Reporting Tool.

- Has the institution engaged in proxy voting in support of sustainability during the previous three years, either directly or through an investment manager? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s proxy voting in support of sustainability

- Has the institution filed a shareholder resolution or signed on to an investor statement in support of sustainability during the previous three years, either directly or through an investment manager? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the shareholder resolutions or investor statements in support of sustainability

- Is the institution an active participant in one or more sustainability or ESG-focused investor networks? (required). For example, the Global Investor Coalition on Climate Change (GIC), Intentional Endowments Network (IEN), Interfaith Center on Corporate Responsibility, Ceres Investor Network on Climate Risk and Sustainability, or Principles for Responsible Investment (PRI). Active participation may be indicated by current membership, service on an advisory or governance committee, support for network initiatives, and/or sharing case studies.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s participation in sustainability or ESG-focused investor networks

# Glossary

**Committee on investor responsibility (CIR)** – A multi-stakeholder body that is explicitly tasked with ensuring that the sustainability and/or environmental, social and governance (ESG) aspects of an institution’s investments are aligned with its mission and goals, both financial and otherwise. A CIR makes recommendations to fund decision makers on socially and environmentally responsible investment opportunities across asset classes. A multi-stakeholder body includes representatives of diverse constituencies, e.g., students, academic employees, non-academic employees, and so on.

**Divestment** – The intentional reduction of investment in specific companies, industries, sectors, products, services, or countries due to ethical concerns and/or concerns about future risks. Higher education divestment efforts are often focused on fossil fuels, weapons, private prison management, palm oil/deforestation, and industrial agriculture. [Adapted from the work of the Intentional Endowments Network.]

**Environmental, social, and governance (ESG)** – An approach to investing that uses specific factors, standards, and/or criteria to screen investments for social and environmental responsibility and/or sustainability performance. These factors may address:

- Environmental issues such as sustainable land use, carbon emissions, resource extraction, product circularity, and biodiversity.
- Social issues such as human and labor rights in the supply chain, community impacts and engagement, and diversity, equity, and inclusion.
- Governance issues such as tax fairness, responsible political engagement, anti-corruption, whistleblowing, executive pay, and shareholder rights.

ESG funds are portfolios of equities and/or bonds for which these factors have been integrated into the investment process. This means that the equities and bonds contained in the fund have passed stringent tests over how sustainable the company or government is regarding its ESG criteria.

[Adapted from the definitions used by the Principles for Responsible Investment (PRI) and Robeco.]

**Investment pool** – The predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution’s behalf by other entities. [Adapted from the definitions used by the National Association of College and University Business Officers (NACUBO) and the Anchor Learning Network.]

**Screening** – Using a set of filters to determine which companies, sectors, or activities are eligible or ineligible to be included in a specific investment portfolio. These criteria might be based on an investor’s preferences, values, and/or ethics. For example, a screen might be used to exclude the highest greenhouse gas emitters from a portfolio (negative screening) or to target only the lowest emitters (positive screening). It can be based on the policy of an asset manager or asset owner.

[Adapted from the definition used by Principles for Responsible Investment (PRI).]

**Sustainable investment policy** – A policy to consider the sustainability and/or environmental, social, and governance (ESG) impacts of investment decisions in addition to financial considerations and/or because they are material to financial considerations.

# PA 5: Investment Holdings

## Rationale

This credit recognizes institutions that engage in positive sustainability investing and provide transparency about their investment holdings. An institution can use its investment power to support socially and environmentally responsible practices, thriving local communities, and the development of sustainable products and services. Disclosure of investment holdings is an important accountability mechanism that also helps engage campus stakeholders in the governance of the institution.

## Applicability

Applicable to institutions with investment pools of \$1 million US Dollars (USD) or more.

## Points available

A total of either 6 or 3 points are available for this credit as outlined in Table I. Indicators 5.1 and 5.2 are weighted more heavily for institutions with investment pools of \$1 billion USD or more and less heavily for institutions with smaller investment pools

Table I. Points available for investment holdings

| Total value of the investment pool | Points available for indicator 5.1 | Points available for indicator 5.2 | Total points available |
|------------------------------------|------------------------------------|------------------------------------|------------------------|
| \$1 billion or more (USD)          | 2                                  | 4                                  | 6                      |
| Less than \$1 billion (USD)        | 1                                  | 2                                  | 3                      |

## Indicators

### 5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its **investment pool** within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 5.1

| Criterion | Points available | Points earned |
|-----------|------------------|---------------|
|-----------|------------------|---------------|

|   |                                       |  |
|---|---------------------------------------|--|
| A. Institution has published a snapshot of the holdings in its investment pool within the previous three years.   | 1/3 of the points available (Table I) |  |
| B. The snapshot details the amount or percentage allocated to specific funds, companies, and institutions.  | 1/3 of the points available*          |  |
| C. The snapshot is inclusive of the combined activities of the institution and other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation. | 1/3 of the points available*          |  |
| Total points earned →   |                                       |  |

\* Criterion A must be met to earn any additional points for this indicator.

**Measurement**

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution’s behalf by other entities. Pensions and other restricted assets may be excluded.

**Documentation**

Report the following information in the online Reporting Tool.

- Is the total value of the institution’s investment pool \$1 billion USD or more? (required). Report on the combined activities of the institution and all other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation.
- Has the institution published a snapshot of the holdings in its investment pool within the previous three years? (required)

*If Yes, at least one the following two fields and the three subsequent fields are also required:*

- Copy of the investment snapshot. Upload
- Online location where the investment snapshot may be found. Website URL.
- Performance year for investment. The year in which the snapshot was taken.
- Does the snapshot detail the amount or percentage allocated to specific funds, companies, and institutions? Disclosure of basic portfolio composition (e.g., by asset class) does not qualify.

- Is the snapshot inclusive of the combined activities of the institution and other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation? If No, document the excluded activities in the public Notes field provided in the Reporting Tool.

## 5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or **environmental, social, and governance (ESG)**, B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive **screens**, D) **community development financial institutions (CDFIs)**, E) **place-based investments** that target positive social and environmental impacts in economically divested areas, and/or F) **green revolving funds** seeded from the investment pool. Incremental points are available and earned as outlined in Tables III and IV.

Table III. Positive sustainability investments

| Option  | Amount allocated |
|---|------------------|
| A. Funds that are explicitly focused on sustainability or ESG   |                  |
| B. Sustainability-focused industries or sectors (e.g., renewable energy production)                             |                  |
| C. Businesses selected for exemplary sustainability performance using positive screens                          |                  |
| D. Community development financial institutions (CDFIs)   |                  |
| E. Place-based investments that target positive social and environmental impacts in economically divested areas |                  |
| F. Green revolving funds seeded from the investment pool  |                  |
| <b>Total →</b>  |                  |

Table IV. Points earned for indicator 5.2

| Total positive sustainability investments (Table III) | Value of the investment pool | Points available | Points earned |
|---|------------------------------|------------------|---------------|
|   |                              |                  |               |



|  |   |  |   |             |   |  |
|--|---|--|---|-------------|---|--|
|  | ÷ |  | × | See Table I | = |  |
|--|---|--|---|-------------|---|--|

## Measurement

Report on the published snapshot provided in indicator 5.1.

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution’s long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

## Documentation

Report the following information in the online Reporting Tool, with monetary figures provided in the institution’s local currency.

- **Local currency code (required).** Report the three-digit ISO alphabetic code of the currency used to document the institution’s financial data (e.g., AUD, CAD, or USD).
- **Value of the investment pool (required).** Report the total value of the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies, as captured in the snapshot provided for indicator 11.1.
- **Amount allocated to funds that are explicitly focused on sustainability or environmental, social, and governance (ESG) (required).** Report on funds that are explicitly focused on incorporating sustainability or ESG criteria into the investment process, funds that seek to deliver a measurable impact on specific issues or themes such as low carbon or community development, and funds that are focused on purchasing bonds with sustainable goals. A sustainability or ESG focus may be indicated by explicit mention of either term in the name or high level description of the fund, management by a firm exclusively using an ESG lens for investing, or high sustainability grades/scores from a rating agency (e.g., MSCI) or tool (e.g., As You Sow).
- **Amount allocated to sustainability-focused industries or sectors (required).** This may include direct investments in a sustainability-focused industry or sector such as renewable energy production and/or holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- **Amount allocated to businesses selected for exemplary sustainability performance using positive screens (required).** For example, as specified in the institution’s sustainable investment policy or an external sustainability rating tool such as B Corps, IRIS+ (Global Impact Investing Network), MSCI ESG Ratings, Principles for Responsible Investment (PRI), or Sustainable Accounting Standards Board (SASB) standards.

- Amount allocated to community development financial institutions (CDFIs) (required). Report on funds allocated to credit unions, loan/venture funds, microfinance initiatives, and public/community banks that operate as social enterprises and/or have community development as their primary mission.
- Amount allocated to place-based investments that target positive social and environmental impacts in economically divested areas (required). For example, affordable housing, climate resilience, and sustainable transportation projects that engage underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.
- Amount allocated to green revolving funds seeded from the investment pool (required). Exclude funds seeded from the institution's operating budget, donations, or student fees, for example.

*If any of the six preceding fields are greater than zero, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's positive sustainability investments

The Reporting Tool will automatically calculate the following two figures:

- Total positive sustainability investments
- Percentage of the investment pool allocated to positive sustainability investments

## Glossary

**Community development financial institutions (CDFIs)** – Locally controlled financial intermediaries such as credit unions, loan/venture funds, microfinance initiatives, and public/community banks that operate as social enterprises and/or have community development as their primary mission.

**Environmental, social, and governance (ESG)** – An approach to investing that uses specific factors, standards, and/or criteria to screen investments for social and environmental responsibility and/or sustainability performance. These factors may address:

- Environmental issues such as sustainable land use, carbon emissions, resource extraction, product circularity, and biodiversity.
- Social issues such as human and labor rights in the supply chain, community impacts and engagement, and diversity, equity, and inclusion.
- Governance issues such as tax fairness, responsible political engagement, anti-corruption, whistleblowing, executive pay, and shareholder rights.

ESG funds are portfolios of equities and/or bonds for which these factors have been integrated into the investment process. This means that the equities and bonds contained in the fund have passed stringent tests over how sustainable the company or government is regarding its ESG criteria.

[Adapted from the definitions used by the Principles for Responsible Investment (PRI) and Robeco.]

**Green revolving funds** – Internal capital pools dedicated to funding sustainability projects that generate cost savings. A portion of those savings are then used to replenish the fund (i.e., revolved) allowing for reinvestment in future projects of similar value. This establishes an ongoing funding

vehicle that helps drive sustainability over time, while generating cost savings and ensuring that capital is available for important projects.

**Investment pool** – The predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution’s behalf by other entities. [Adapted from the definitions used by the National Association of College and University Business Officers (NACUBO) and the Anchor Learning Network.]

**Place-based investment** – An investment approach that targets positive social and environmental impacts in economically divested communities and geographies. Effective place-based investments support marginalized groups in addressing the sustainability challenges they have identified. [Adapted from the work of the Anchor Learning Network.]

**Screening** – Using a set of filters to determine which companies, sectors, or activities are eligible or ineligible to be included in a specific investment portfolio. These criteria might be based on an investor’s preferences, values, and/or ethics. For example, a screen might be used to exclude the highest greenhouse gas emitters from a portfolio (negative screening) or to target only the lowest emitters (positive screening). It can be based on the policy of an asset manager or asset owner. [Adapted from the definition used by Principles for Responsible Investment (PRI).]

# Social Equity

This impact area seeks to recognize institutions that are working to advance diversity, equity, and inclusion among their students and employees. A safe and supportive campus climate and a student body and staff that are representative of the communities served by an institution provide a richer and more inclusive environment for learning and collaboration.

In a broader context, Indigenous, racialized, ethnic minority, and economically divested communities are underrepresented in higher education settings and, at the same time, suffer disproportionate exposure to environmental burdens, social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources and in societies that are segregated into more vulnerable and less vulnerable communities.

To achieve environmental and social justice, a society and its institutions must promote equity in a way that makes higher education accessible to all, improves the lived reality of marginalized groups, and dismantles the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting diversity, equity, inclusion, and justice a fundamental prerequisite for creating a sustainable society.

## Table of Credits

| Credits and Indicators   | Points available |
|--|------------------|
| <b>PA 6: Institutional Climate</b><br>Applicable to all institutions.  | <b>3</b>         |
| 6.1 Support for students from underrepresented groups  | 1                |
| 6.2 Support for employees from underrepresented groups   | 1                |
| 6.3 Institutional climate assessment   | 1                |
| <b>PA 7: Racial and Ethnic Diversity</b><br>Applicable to all institutions, except those whose primary purpose and/or historic mission is to serve a specific marginalized racial, ethnic, or Indigenous population. | <b>3</b>         |
| 7.1 Ethnic diversity index   | 1                |
| 7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students   | 1                |
| 7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees  | 1                |

|   |           |
|---|-----------|
| <b>PA 8: Gender Parity</b><br>Applicable to all institutions.   | <b>2</b>  |
| 8.1 Percentage of students with marginalized gender identities  | 1         |
| 8.2 Percentage of employees with marginalized gender identities   | 1         |
| <b>PA 9: Affordability and Access</b><br>Applicable to all institutions.  | <b>3</b>  |
| 9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students | 1         |
| 9.2 Percentage of students that are low-income  | 1         |
| 9.3 Legacy and donor admissions   | 1         |
| <b>PA 10: Student Success</b><br>Applicable to all institutions.  | <b>3</b>  |
| 10.1 Completion rate for low-income students  | 1         |
| 10.2 Completion rate for students with marginalized gender identities   | 1         |
| 10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates            | 1         |
| <b>Maximum points available →</b>   | <b>14</b> |

An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Social Equity to its report. See the IL credit catalog for more information.

# PA 6: Institutional Climate

## Rationale

This credit recognizes institutions with programs designed to support and assess the institutional climate for underrepresented groups. An inclusive and welcoming climate and underlying culture are critical for the academic and social success of all community members. To help foster such a culture, support programs can be designed to address existing social inequities and structured assessment processes can be used to identify strengths and areas for improvement.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of **marginalized racial, ethnic, and/or Indigenous groups**, C) **LGBTQ+** students, D) **low-income** and/or **first-generation students**, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 6.1

| Criterion. Institution supports one or more programs, initiatives, or networks designed to address the specific needs of: | Points available | Points earned |
|---|------------------|---------------|
| A. Students with disabilities   | 0.167            |               |
| B. Students that identify as members of marginalized racial, ethnic, and/or Indigenous groups                             | 0.167            |               |
| C. LGBTQ+ students  | 0.167            |               |
| D. Low-income and/or first-generation students  | 0.167            |               |

|   |       |  |
|---|-------|--|
| E. Refugees, asylum seekers, internally displaced, and/or undocumented students | 0.167 |  |
| F. Students from one or more additional underrepresented groups                 | 0.167 |  |
| Total points earned →   |       |  |

## Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students

- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s programs, initiatives, and networks for low-income and/or first-generation students
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups? (required). For example, survivors and veterans of conflict; international students; women and other marginalized gender identities; and/or incarcerated or formerly incarcerated students.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s programs, initiatives, and networks for students from additional underrepresented groups

## 6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) **employees** with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in Table II.

Table II. Points earned for indicator 6.2

| Criterion. Institution supports one or more programs, initiatives, or networks that address the specific needs of: | Points available | Points earned |
|--|------------------|---------------|
| A. Employees with disabilities   | 0.25             |               |
| B. Employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups                     | 0.25             |               |
| C. LGBTQ+ employees  | 0.25             |               |



|  |      |  |
|--|------|--|
| D. Employees from one or more additional underrepresented groups | 0.25 |  |
| Total points earned →  |      |  |

## Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees
- Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups? (required). For example, refugees, asylum seekers, and internally displaced people; survivors

and veterans of conflict; women and other marginalized gender identities; and/or formerly incarcerated individuals

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s programs, initiatives, and networks for employees from additional underrepresented groups

### 6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an **institutional climate** assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 6.3

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution has conducted an institutional climate assessment within the previous three years. | 0.5              |               |
| B. Institution publishes the results of its institutional climate assessments.                    | 0.5              |               |
| Total points earned →   |                  |               |

#### Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

#### Documentation

Report the following information in the online Reporting Tool.

- Has the institution conducted an institutional climate assessment within the previous three years? (required) To qualify, an assessment must address the experiences and perceptions of underrepresented groups such that their level of satisfaction, comfort, or safety may be compared to those of dominant groups.

*If Yes, the following field is also required:*

- Description of the methodology used to assess institutional climate  
For example, the variables, definitions, and timeframes used.
- Does the institution publish the results of its institutional climate assessments? (required)

To qualify, the results (or a summary of the results) of the most recent assessment to have been finalized must be publicly accessible, either on the institution's website or in its STARS report.

*If Yes, at least one the following fields is also required:*

- Published results of the institution's most recently finalized institutional climate assessment. Upload.
- Online resource where the results of the institution's institutional climate assessments are publicly available. Website URL.

## Glossary

**First-generation students** – Undergraduate students whose parents do not have a baccalaureate degree. If another definition has been formally adopted by the institution (e.g., an undergraduate student who is the first member of their immediate family to attend college), it may be used. [Adapted from the definition used by the NASPA Center for First-Generation Student Success.]

**Institutional climate** – The current attitudes, behaviors, and standards of students and employees concerning the level of respect for individual needs, abilities, and potential. Also known as a campus climate assessment, an institutional climate assessment measures the extent to which all students and employees, irrespective of their underrepresented status, feel welcomed, valued, and supported in their work, studies, and/or research.

**LGBTQ+** – An acronym intended to be inclusive of lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual, and other gender identities, gender expressions, sexualities, and asexualities. [Adapted from the LGBTQIA Resource Center Glossary (University of California, Davis).]

**Low-income** – Having or earning relatively little money compared to others. This may include individuals who are living in poverty, at risk of poverty, or eligible for or in receipt of need-based assistance. Low-income students may be identified by their receipt of or qualification for need-based assistance (e.g., US Pell or Canadian Full-Time/Part-Time Student Grants), a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution.

**Marginalized racial, ethnic, and/or Indigenous groups** – Social groups that have less power and access to resources than one or more dominant groups and are subject to racism, settler-colonialism, and other forms of oppression and discrimination related to their racialized status, ethnicity, indigeneity, nationality, religion, or language. Dependent on an institution's context, these groups may include:

- Indigenous and tribal peoples
- Racialized people with non-dominant status, e.g., Black people, people of African descent, people of color, "visible minorities"
- Roma, Sinti, and Travelers
- Ethnic, national, religious, and linguistic minorities

[Adapted from the work of The Office of the High Commissioner for Human Rights (UN Human Rights).]

**Underrepresented groups** – Social groups that have historically been denied access or suffered institutional discrimination and/or are currently underrepresented or disadvantaged relative to one or more dominant groups. Individuals from underrepresented groups may include, but are not limited to:

- Ethnic, national, religious, and linguistic minorities
- Incarcerated and formerly incarcerated individuals
- Indigenous peoples
- LGBTQ+ individuals
- Migrants, refugees, and asylum seekers
- People with disabilities
- Racialized people
- Residents of economically divested areas
- Roma, Sinti, and Travelers
- Survivors and veterans of conflict
- Women

# PA 7: Racial and Ethnic Diversity

## Rationale

This credit recognizes institutions that are working to ensure that marginalized racial and ethnic groups and Indigenous peoples are represented among students and employees. A diverse campus community that also reflects the demographics of the region served by an institution helps provide a rich and inclusive environment for learning and collaboration to address sustainability challenges and serves as an important indicator of an institution’s commitment to diversity, equity, and inclusion.

## Applicability

Applicable to all institutions except those whose primary purpose and/or historic mission is to serve a specific marginalized racial, ethnic, or Indigenous population. An Aboriginal college, Historically Black College or University (HBCU), First Nations university, Tribal College or University (TCU), wānanga, or international equivalent may mark this credit as Not Applicable.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 7.1 Ethnic diversity index

An institution earns 1 point when the **ethnic diversity index** for its A) students, B) **academic staff**, C) **non-academic staff**, and D) **executive staff** is each 0.75 or greater. Incremental points are available and earned as outlined in Table I.

Table I. Points earned for indicator 7.1

| Population            | Diversity index |   | Target |   | Factor |   | Points earned |
|-----------------------|-----------------|---|--------|---|--------|---|---------------|
| A. Students           |                 | ÷ | 0.75   | × | 0.25   | = | Up to 0.25    |
| B. Academic staff     |                 | ÷ | 0.75   | × | 0.25   | = | Up to 0.25    |
| C. Non-academic staff |                 | ÷ | 0.75   | × | 0.25   | = | Up to 0.25    |

|                       |  |   |      |   |      |   |            |
|-----------------------|--|---|------|---|------|---|------------|
| D. Executive staff    |  | ÷ | 0.75 | × | 0.25 | = | Up to 0.25 |
| Total points earned → |  |   |      |   |      |   |            |

## Measurement

This credit requires the completion of a [racial and ethnic diversity worksheet](#). Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution’s analysis must be based on the prevailing social characteristic(s) by which one or more **dominant groups** are distinguished from **marginalized racial, ethnic, and/or Indigenous groups** in the institution’s national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the **predominant student body**. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all **regular/permanent employees**. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the [STARS Help Center](#).

## Documentation

Report the following information in the online Reporting Tool, with ethnic diversity index figures provided within a range from 0 to 1.

- Completed [racial and ethnic diversity worksheet](#) (required). Upload.
- Ethnic diversity index for students (required)
- Ethnic diversity index for academic staff (required)
- Ethnic diversity index for non-academic staff (required)

- Ethnic diversity index for executive staff (required)

## 7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the **region served**, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio outlined in Table II is 0.9 or greater for each group. Incremental points are available and earned as outlined in Table III.

Table II. Ratio of students from marginalized groups to individuals from marginalized groups in the region served

|   |   |   |   |       |
|---|---|---|---|-------|
| Proportion of students that identify as members of the marginalized group |   | Proportion of individuals in the region served that identify as members of the marginalized group |   | Ratio |
|   | ÷ |   | = |       |

Table III. Points earned for indicator 7.2

|   |   |   |   |                  |   |               |
|---|---|---|---|------------------|---|---------------|
| Number of marginalized racial, ethnic, and/or Indigenous groups in the region that are equitably represented among students |   | Total number of marginalized racial, ethnic, and/or Indigenous groups in the region |   | Points available |   | Points earned |
|   | ÷ |   | × | 1                | = |               |

### Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

### Documentation

Report the following information in the online Reporting Tool.

- Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution (required)
- Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students (required). Report the number of groups for which the ratio of the proportion of students that identify as members of the group to the proportion of individuals in the region that identify as members of the group is 0.9 or greater.

- Description of the methodology and data source(s) used to identify the region served and its demographics (required)

The Reporting Tool will automatically calculate the following figure:

- Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students

### 7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio outlined in Table IV is 0.9 or greater for each group. Incremental points are available and earned as outlined in Table V.

Table IV. Ratio of employees from marginalized groups to individuals from marginalized groups in the region served

|  |   |   |   |       |
|--|---|---|---|-------|
| Percentage of employees that identify as members of the marginalized group |   | Percentage of individuals in the region served that identify as members of the marginalized group |   | Ratio |
|  | ÷ |   | = |       |

Table V. Points earned for indicator 7.3

| Employee type                           | Number of marginalized racial, ethnic, and/or Indigenous groups in the region that are equitably represented |   | Total number of marginalized racial, ethnic, and/or Indigenous groups in the region |   | Points available |   | Points earned |
|---|--|---|---|---|------------------|---|---------------|
| 1) Regular/permanent academic staff     |  | ÷ |   | × | 0.33             | = |               |
| 2) Regular/permanent non-academic staff |  | ÷ |   | × |                  | = |               |
| 3) Executive staff                      |  | ÷ |   | × |                  | = |               |
| <b>Total points earned →</b>            |  |   |   |   |                  |   |               |



## Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

## Documentation

Report the following information in the online Reporting Tool.

- Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff (required). For this field and the two fields that follow, report the number of groups for which the ratio of the proportion of employees that identify as members of the group to the proportion of individuals in the region that identify as members of the group is 0.9 or greater.
- Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff (required)
- Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff (required)

The Reporting Tool will automatically calculate the following three figures:

- Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff
- Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff
- Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff

## Glossary

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include 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. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Dominant group** – A group whose power and privilege depends on the systematic denial and extraction of material and non-material resources from marginalized groups. This dynamic is experienced by marginalized groups as racism and other forms of discrimination.

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff and regular/permanent, and short-term/casual employees.

**Ethnic diversity index** – The probability that two random individuals drawn from a population will have different racial, ethnic, or Indigenous identities. An ethnic diversity index is calculated as follows:

1. Calculate the probability that two randomly chosen individuals from the population being assessed identify as members of the same racial, ethnic, or Indigenous group, e.g.:

$P_R = (A^2 + B^2 + C^2 + D^2)$ , where A, B, C, and D are the proportions in the population of each of four racial, ethnic, and/or Indigenous groups.

2. Subtract that figure from 1 to yield the probability that the two randomly chosen individuals identify as members of different racial, ethnic, or Indigenous groups. Thus the ethnic diversity index is defined as:

$$1 - P_R$$

[Adapted from the US News & World Report Campus Ethnic Diversity Methodology, “The USA Today Index of Ethnic Diversity” (Philip Meyer and Shawn McIntosh, International Journal of Public Opinion Research Vol. 4 No. 1, 1992), and “Fractionalization” (Alberto Alesina et al., Journal of Economic Growth 8, 2003).]

**Executive staff** – Senior administrators who are employed on a continuous basis and form the chief executive of the institution, which may include presidents, vice-presidents, chancellors, vice-chancellors, chief operations officers, chief financial officers, provosts, deans, and the equivalent. Executive staff may be classified as academic staff, non-academic staff, or neither.

**Marginalized racial, ethnic, and/or Indigenous groups** – Social groups that have less power and access to resources than one or more dominant groups and are subject to racism, settler-colonialism, and other forms of oppression and discrimination related to their racialized status, ethnicity, indigeneity, nationality, religion, or language. Dependent on an institution’s context, these groups may include:

- Indigenous and tribal peoples
- Racialized people with non-dominant status, e.g., Black people, people of African descent, people of color, “visible minorities”
- Roma, Sinti, and Travelers
- Ethnic, national, religious, and linguistic minorities

[Adapted from the work of The Office of the High Commissioner for Human Rights (UN Human Rights).]

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

**Predominant student body** – The primary academic division (e.g., undergraduate or 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.

**Region served** – The catchment area (county/district, state/province, or country) from which an institution predominantly draws its students and for which valid and reliable demographic data on marginalized racial, ethnic, and/or Indigenous groups is available. An institution that serves more than

one region (e.g., an institution with a predominantly national or international student catchment area) may report on the country in which the main campus is located or use the average of the regions served.

**Regular/permanent employees** – Personnel who are employed by the institution on a continuous basis, on contracts of longer than 24 months, or as otherwise defined in an institution’s human resources system. Employees hired to work less than 50 percent time and/or on a grant or contract basis may be excluded as long as they are included as short-term/casual employees.

# PA 8: Gender Parity

## Rationale

This credit recognizes institutions that are working to ensure that women and individuals with other marginalized gender identities are equitably represented among students and employees.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 2 points are available for this credit.

## Criteria

### 8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other **marginalized gender identities**.

#### Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the **predominant student body**.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data systems.

#### Documentation

Report the following information in the online Reporting Tool, with the percentage figure provided within a range of 0 to 100.

- Percentage of entering students that identify as women or other marginalized gender identities (required)

### 8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent **academic staff**, B) regular/permanent **non-academic staff**, and C) **executive staff** identify as women or other marginalized gender identities. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 8.2

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. 45 percent or more of regular/permanent academic staff identify as women or other marginalized gender identities     | 0.33             |               |
| B. 45 percent or more of regular/permanent non-academic staff identify as women or other marginalized gender identities | 0.33             |               |
| C. 45 percent or more of executive staff identify as women or other marginalized gender identities                      | 0.33             |               |
| Total points earned →   |                  |               |

## Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution’s human resources system.

Report on all **regular/permanent employees**. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

## Documentation

Report the following information in the online Reporting Tool, with percentage figures provided within a range of 0 to 100.

- Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities (required)
- Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities (required)
- Percentage of executive staff that identify as women or other marginalized gender identities (required)

## Glossary

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include 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. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff and regular/permanent, and short-term/casual employees.

**Executive staff** – Senior administrators who are employed on a continuous basis and form the chief executive of the institution, which may include presidents, vice-presidents, chancellors, vice-chancellors, chief operations officers, chief financial officers, provosts, deans, and the equivalent. Executive staff may be classified as academic staff, non-academic staff, or neither.

**Marginalized gender identities** – Individuals whose internal sense of self is being female, neither male nor female, both male and female, or other non-male gender(s). This includes people who identify as women, non-binary, trans\*, and/or gender non-conforming. [Adapted from the LGBTQIA Resource Center Glossary (University of California, Davis).]

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

**Predominant student body** – The primary academic division (e.g., undergraduate or 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.

**Regular/permanent employees** – Personnel who are employed by the institution on a continuous basis, on contracts of longer than 24 months, or as otherwise defined in an institution’s human resources system. Employees hired to work less than 50 percent time and/or on a grant or contract basis may be excluded as long as they are included as short-term/casual employees.

# PA 9: Affordability and Access

## Rationale

This credit recognizes institutions that are working to ensure that its education programs are affordable to and inclusive of low-income and first-generation students. For the higher education sector to help society address inequality and move toward greater equity, its admissions policies and fees must be structured with these students in mind.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the **average net price of attendance** for **low-income** students. Partial points are available and earned as outlined in Tables I and II.

Table I. Number of paid work-hours per year required to meet the average net price of attendance for low-income students

|   |   |  |   |                     |
|---|---|--|---|---------------------|
| Average net price of attendance for low-income students |   | Local hourly minimum wage for students |   | Work-hours required |
|   | ÷ |  | = |                     |

Table II. Points earned for indicator 9.1

|   |               |
|---|---------------|
| Number of paid work-hours per year required to meet the average net price of attendance for low-income students (Table I) | Points earned |
| 751 to 1,000  | 0.25          |

|              |     |
|--------------|-----|
| 501 to 750   | 0.5 |
| 500 or fewer | 1   |

## Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's **predominant student body**.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US [College Navigator](#). If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the [STARS Help Center](#).

## Documentation

Report the following information in the online Reporting Tool, with the monetary figures provided in the institution's local currency.

- Does the institution have the required data and wish to pursue this indicator? (required)

*If Yes, the following three fields are also required:*

- Local currency code. Report the three-digit ISO alphabetic code of the currency used to document the financial data for this credit (e.g., AUD, CAD, or USD).
- Local hourly minimum wage for students
- Average annual net price of attendance for low-income students

If wage and price data are provided, the Reporting Tool will automatically calculate the following figure:

- Number of paid work-hours per year required to meet the average net price of attendance for low-income students

## 9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 9.2

| Percentage of students that are low-income | Points earned |
|--|---------------|
|--|---------------|



|                       |      |
|-----------------------|------|
| 50 percent or greater | 1    |
| 25 to 49 percent      | 0.5  |
| 10 to 24 percent      | 0.25 |

## Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

## Documentation

Report the following information in the online Reporting Tool, with the percentage figure provided within a range of 0 to 100.

- Does the institution have the required data and wish to pursue this indicator? (required)

*If Yes, the following two fields are also required:*

- Percentage of students that are low-income
- Description of the methodology used to identify low-income students

## 9.3 Legacy and donor admissions

An institution earns 1 point when an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.

### Measurement

Report on the current status of the institution's admissions policies and procedures.

### Documentation

Report the following information in the online Reporting Tool.

- Is an applicant's relationship to the institution's alumni or donors a factor that is positively considered in the institution's admission decisions? (required)
- Narrative and/or website URL providing an overview of the factors that are considered in the institution's admission decisions (optional)

## Glossary

**Average net price of attendance** – The average yearly price actually charged to first-time, full-time students receiving student aid after deducting such aid. [Adapted from the Integrated Postsecondary Education Data System (IPEDS).]

**Low-income** – Having or earning relatively little money compared to others. This may include individuals who are living in poverty, at risk of poverty, or eligible for or in receipt of need-based assistance. Low-income students may be identified by their receipt of or qualification for need-based assistance (e.g., US Pell or Canadian Full-Time/Part-Time Student Grants), a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution.

**Predominant student body** – The primary academic division (e.g., undergraduate or 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.

# PA 10: Student Success

## Rationale

This credit recognizes institutions that are working to ensure that students succeed irrespective of economic status, gender identity, indigeneity, or racial/ethnic identity. Gathering data on comparative student completion rates provides an important foundation for advancing social equity, helping an institution identify strengths and opportunities for growth.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the **completion rate** for **low-income** students to the overall student completion rate is 0.9 or more, as outlined in Table I.

Table I. Ratio of the completion rate for low-income students to the overall completion rate

|   |   |                                 |   |       |
|---|---|---------------------------------|---|-------|
| Completion rate for low-income students |   | Overall student completion rate |   | Ratio |
|   | ÷ |                                 | = |       |

## Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the **predominant student body** and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

## Documentation

Report the following information in the online Reporting Tool, with completion rates provided within a range of 0 to 100.

- Overall student completion rate (required)
- Does the institution have completion rate data for low-income students? (required)

*If Yes, the following field is also required:*

- Completion rate for low-income students

If data on low-income students is provided, the Reporting Tool will automatically calculate the following figure:

- Ratio of the completion rate for low-income students to the overall completion rate

## 10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other **marginalized gender identities** to the overall completion rate is 0.9 or greater, as outlined in Table II.

Table II. Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate

|   |   |   |   |       |
|---|---|---|---|-------|
| Completion rate for students that identify as women or other marginalized gender identities |   | Overall student completion rate (from indicator 10.1) |   | Ratio |
|   | ÷ |   | = |       |

## Measurement

Report on the same time period and student body used for the overall student completion rate. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

## Documentation

Report the following information in the online Reporting Tool, with the completion rate provided within a range of 0 to 100.

- Does the institution have completion rate data for women and/or students with other marginalized gender identities? (required)

*If Yes, the following field is also required:*

- Completion rate for students that identify as women or other marginalized gender identities

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following figure:

- Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate

### 10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the **marginalized racial, ethnic, and/or Indigenous groups** served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.9 or greater for each group. Incremental points are available and earned as outlined in Table IV.

Table III. Ratio of the completion rate for students from marginalized groups to the overall completion rate

|   |   |   |   |       |
|---|---|---|---|-------|
| Completion rate for students that identify as members of a marginalized racial, ethnic, and/or Indigenous group |   | Overall student completion rate (from indicator 10.1) |   | Ratio |
|   | ÷ |   | = |       |

Table IV. Points earned for indicator 10.3

|   |   |   |   |                  |   |               |
|---|---|---|---|------------------|---|---------------|
| Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates |   | Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution |   | Points available |   | Points earned |
|   | ÷ |   | × | 1                | = |               |

### Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution’s analysis must be based on the prevailing social characteristic(s) by which one or more **dominant groups** are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution’s national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include

those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups? (required)

*If Yes, the following two fields are also required:*

- Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution
- Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates. Report the number of groups for which the ratio of the completion rate for students that identify as members of the group to the overall completion rate for students is 0.9 or greater.

*If the preceding figure is greater than zero, at least one of the following two fields is also required:*

- Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution
- Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution. Upload

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following figure:

- Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates

## Glossary

**Dominant group** – A group whose power and privilege depends on the systematic denial and extraction of material and non-material resources from marginalized groups. This dynamic is experienced by marginalized groups as racism and other forms of discrimination.

**Low-income** – Having or earning relatively little money compared to others. This may include individuals who are living in poverty, at risk of poverty, or eligible for or in receipt of need-based assistance. Low-income students may be identified by their receipt of or qualification for need-based assistance (e.g., US Pell or Canadian Full-Time/Part-Time Student Grants), a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution.

**Marginalized gender identities** – Individuals whose internal sense of self is being female, neither male nor female, both male and female, or other non-male gender(s). This includes people who identify as women, non-binary, trans\*, and/or gender non-conforming. [Adapted from the LGBTQIA Resource Center Glossary (University of California, Davis).]

**Marginalized racial, ethnic, and/or Indigenous groups** – Social groups that have less power and access to resources than one or more dominant groups and are subject to racism, settler-colonialism, and other forms of oppression and discrimination related to their racialized status, ethnicity, indigeneity, nationality, religion, or language. Dependent on an institution’s context, these groups may include:

- Indigenous and tribal peoples
- Racialized people with non-dominant status, e.g., Black people, people of African descent, people of color, “visible minorities”
- Roma, Sinti, and Travelers
- Ethnic, national, religious, and linguistic minorities

[Adapted from the work of The Office of the High Commissioner for Human Rights (UN Human Rights).]

**Predominant student body** – The primary academic division (e.g., undergraduate or 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.

# Wellbeing & Work

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution’s people define its character and capacity to perform, therefore an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

## Table of Credits

| Credits and Indicators  | Points available |
|---|------------------|
| <b>PA 11: Health, Safety and Wellbeing</b><br>Applicable to all institutions.   | <b>3</b>         |
| 11.1 Student wellbeing and assistance programs  | 1                |
| 11.2 Employee wellbeing and assistance programs   | 1                |
| 11.3 Smoke free environments  | 1                |
| <b>PA 12: Employee Rights</b><br>Applicable to all institutions.  | <b>3</b>         |
| 12.1 Number of weeks of paid maternity leave  | 1                |
| 12.2 Percentage of employees eligible for paid all-gender family/medical leave  | 1                |
| 12.3 Published measures to protect employee rights  | 1                |
| <b>PA 13: Pay Equity and Living Wage</b><br>Applicable to all institutions, however, indicator 13.3 is only applicable to institutions that have significant contractors. | <b>5 or 4</b>    |
| 13.1 Internal pay equity assessment   | 1                |
| 13.2 Percentage of employees that receive a living wage   | 3                |
| 13.3 Percentage of significant contractors that pay a collectively determined or living wage  | 1                |
| <b>Maximum points available→</b>  | <b>11</b>        |



An institution may earn bonus points by adding one or more optional Innovation & Leadership (IL) credits related to Wellbeing & Work to its report. See the IL credit catalog for more information.

# PA 11: Health, Safety and Wellbeing

## Rationale

This credit recognizes institutions that support and foster a holistic approach to student and employee health, safety, and wellbeing.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 11.1

| Criterion   | Points available | Points earned |
|---|------------------|---------------|
| A. Institution makes physical health services available to students.                  | 0.143            |               |
| B. Institution makes behavioral health services available to students.                | 0.143            |               |
| C. Institution makes sexual and reproductive health services available to students.   | 0.143            |               |
| D. Institution makes contemplative and/or spiritual activities available to students. | 0.143            |               |

|  |       |  |
|--|-------|--|
| E. Institution has a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention. | 0.143 |  |
| F. Institution has an emergency assistance fund that provides grants to students who are experiencing financial difficulties.  | 0.143 |  |
| G. Institution has a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity.  | 0.143 |  |
| Total points earned →  |       |  |

## Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution make physical health services available to students? (required). For example, an on-site medical clinic or a referral service.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's physical health services for students
- Does the institution make behavioral health services available to students? (required). For example, an on-site counseling program, a referral service, or a harm reduction initiative.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's behavioral health services for students
- Does the institution make sexual and reproductive health services available to students? (required). For example, contraception and safer sex supplies.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's sexual/reproductive health services for students

- Does the institution make contemplative and/or spiritual activities available to students? (required). For example, organized meditation, mindfulness, yoga, prayer, or ritual activities.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s contemplative and spiritual activities for students
- Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention? (required). This may include student representation on the institution's campus safety committee or a dedicated student safety committee that meets with management representatives on a regular basis. Vulnerable groups include women; marginalized racial, ethnic, and Indigenous groups; and the LGBTQ+ community.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s student safety and violence prevention committee
- Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s emergency assistance fund for students
- Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s student food security initiatives

## 11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for **employees** that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 11.2

| Criterion | Points available | Points earned |
|-----------|------------------|---------------|
|-----------|------------------|---------------|

|   |       |  |
|---|-------|--|
| A. Institution makes physical health services available to employees.   | 0.167 |  |
| B. Institution makes behavioral health services available to employees.   | 0.167 |  |
| C. Institution makes free or reduced cost fitness activities available to employees.  | 0.167 |  |
| D. Institution makes contemplative and/or spiritual activities available to employees.  | 0.167 |  |
| E. Institution has an institution-wide committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures. | 0.167 |  |
| F. Institution has an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties.   | 0.167 |  |
| Total points earned →   |       |  |

## Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution make physical health services available to employees? (required). For example, an on-site medical clinic or a referral service.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's physical health services for employees
- Does the institution make behavioral health services available to employees? (required). For example, an on-site counseling program, a referral service, or a harm reduction initiative.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s behavioral health services for employees
- Does the institution make free or reduced cost fitness activities available to employees? (required). For example, gym access or organized outdoor activities.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s fitness activities for employees
- Does the institution make contemplative and/or spiritual activities available to employees? (required). For example, organized meditation, mindfulness, yoga, prayer, or ritual activities.

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s contemplative and spiritual activities for employees
- Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s workplace health and safety committees
- Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties? (required)

*If Yes, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s emergency assistance fund for employees

### 11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 11.3

| Criterion | Points available | Points earned |
|-----------|------------------|---------------|
|-----------|------------------|---------------|

|  |      |         |
|--|------|---------|
| A. Institution prohibits smoking within all occupied buildings that it owns or leases. | 0.5  |         |
| B. Institution restricts outdoor smoking.  | 0.5* |         |
| C. Institution prohibits smoking and tobacco use across the entire campus.             | 1*   |         |
| Total points earned →  |      | Up to 1 |

\* Criterion A must be met to earn any further points.

## Measurement

Report on the current status of the institution’s policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on “smoking” as defined by the institution (e.g., to include or exclude vaping).

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution? (required)
- Does the institution restrict outdoor smoking? (required). For example, by designating smoking areas or smoke free spaces or by only allowing smoking at specific outdoors events.
- Does the institution prohibit smoking and tobacco use across the entire campus? (required). Ceremonial or spiritual practices that involve smoking may be allowed.

*If Yes to any of the three preceding questions, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution’s smoke-free policies

## Glossary

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff and regular/permanent and short-term/casual employees.

# PA 12: Employee Rights

## Rationale

This credit recognizes institutions that are working to ensure that all of their employees have access to paid family and medical leave and other fundamental labor rights. Although an institution may offer a variety of benefits to its employees, the availability and length of maternity and all gender family/medical leave are internationally relevant indicators of gender equality and family-friendly policies. An institution can also demonstrate its commitment to human and labor rights by protecting its employees from discrimination, harassment, and reprisals for protected activities such as unionization.

## Applicability

Applicable to all institutions.

## Points available

A maximum of 3 points are available for this credit.

## Criteria

### 12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected **maternity leave** are available to full-time **employees**. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 12.1

| Number of weeks of paid, job-protected maternity leave available to full-time employees | Points earned |
|---|---------------|
| 24 or more  | 1             |
| 18 to 23  | 0.75          |
| 12 to 17  | 0.5           |
| 6 to 11   | 0.25          |



## Measurement

Report on the current status of the institution's policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is topped up by the institution to a total of at least 60 percent of income would qualify.

## Documentation

Report the following information in the online Reporting Tool.

- Number of weeks of paid maternity leave (required). Report the number of weeks a full-time (non-provisional) employee can typically expect to receive due to pregnancy and/or having given birth to a child. This may include maternity-specific leave, parental leave that is inclusive of maternity leave, and/or a combination of maternity and parental leave.
- Narrative and/or website URL providing an overview of the maternity leave options available to employees (required)

## 12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender **family/medical leave**. Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 12.2

| Percentage of employees eligible for paid all-gender family/medical leave | Points earned |
|---|---------------|
| 85 to 100 percent   | 1             |
| 80 to 84 percent  | 0.5           |
| 75 to 79 percent  | 0.25          |

## Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

## Documentation

Report the following information in the online Reporting Tool, with the percentage figure provided within a range from 0 to 100.

- Percentage of employees eligible for paid all-gender family/medical leave (required). Include all non-provisional, regular/permanent and short-term/casual employees. Report on the headcount of employees that are eligible for paid, job-protected leave to welcome a child through birth, adoption, or foster placement; to address a serious health condition; and/or to care for a loved one with a serious health condition, irrespective of the employee's gender identity.
- Narrative and/or website URL providing an overview of the institution's eligibility criteria for paid family/medical leave

## 12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) **freedom of association** in a format that is accessible to all employees. Partial points are available and earned as outlined in Table III.

Table III. Points earned for indicator 12.3

| Criterion                    | Points earned |
|------------------------------|---------------|
| A. Anti-harassment           | 0.25          |
| B. Grievance resolution      | 0.25          |
| C. Whistleblower protections | 0.25          |
| D. Freedom of association    | 0.25          |
| <b>Total points earned →</b> |               |

## Measurement

Report on the current status of the institution's published information. The information may be published, for example, in an employee handbook or equivalent resource.

## Documentation

Report the following information in the online Reporting Tool.

- Does the institution publish information on anti-harassment in a format that is accessible to all employees? (required)
- Does the institution publish information on grievance resolution in a format that is accessible to all employees? (required)
- Does the institution publish information on whistleblower protections in a format that is accessible to all employees? (required). For example, protections against reprisals for reporting ethics violations, suspected violations of the law, and work-related hazards.
- Does the institution publish information on freedom of association in a format that is accessible to all employees? (required). This must include affirmation of the right of workers to self-organize and/or pursue unionization, e.g., for collective bargaining purposes.

*If Yes to any of the preceding four questions, the following field is also required:*

- Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights

## Glossary

**Collective bargaining** – Negotiations that take place between an employer, a group of employers, or one or more employers' organizations, on the one hand, and one or more workers' organizations, on the other hand, for:

- determining working conditions and terms of employment,
- regulating relations between employers and workers, and/or
- regulating relations between employers or their organizations and a workers' organization or workers' organizations.

[Adapted from the definition used by the International Labor Organization (ILO).]

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff and regular/permanent and short-term/casual employees.

**Family/medical leave** – Leave taken to welcome a child through birth, adoption, or foster placement, to address a serious health condition, and/or to care for a loved one with a serious health condition.

**Freedom of association** – The right of workers and employers to form and join organizations of their own choosing, for example, for purposes of collective bargaining. [Adapted from the definition used by the International Labor Organization (ILO).]

**Maternity leave** – Employment-protected leave provided to mothers due to pregnancy or having given birth to a child.

# PA 13: Pay Equity and Living Wage

## Rationale

This credit recognizes institutions that are working to ensure that marginalized groups are equitably compensated and that all campus workers receive a living wage. Equitable pay levels avoid overvaluing the work of some employees and undervaluing that of others based on gender, Indigenous, racial, or ethnic identity. An internal pay equity assessment can be used to identify and provide transparency around an institution’s strengths and areas for improvement. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge in every country and region. By providing workers with remuneration sufficient to meet their families' basic needs, an institution and its contractors can enfranchise the entire campus workforce so that each individual can contribute positively and productively to the community.

## Applicability

This credit is applicable to all institutions, however indicator 13.3 is only applicable to institutions that have one or more **significant contractors**.

## Points available

A total of either 5 or 4 points are available for this credit, as outlined in Table I.

Table I. Points available for pay equity and living wage

| Does the institution have one or more significant contractors? | Points available for indicator 13.1 | Points available for indicator 13.2 | Points available for indicator 13.3 | Total points available |
|--|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|
| Yes  | 1                                   | 3                                   | 1                                   | 5                      |
| No   | 1                                   | 3                                   | 0                                   | 4                      |

## Criteria

### 13.1 Internal pay equity assessment

An institution earns 1 point for having conducted one or more internal pay equity assessments during the previous three years that A) are inclusive of academic and non-academic staff, B) explicitly address pay equity by gender identity, and C) explicitly address pay equity by racial, ethnic, and/or

Indigenous identity, and for D) publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 13.1

| Criterion  | Points available | Points earned |
|--|------------------|---------------|
| A. The pay equity assessment(s) are inclusive of both academic and non-academic staff.                       | 0.2              |               |
| B. The pay equity assessment(s) explicitly address pay equity by gender identity.                            | 0.2              |               |
| C. The pay equity assessment(s) explicitly address pay equity by racial, ethnic, and/or Indigenous identity. | 0.2              |               |
| D. Institution publishes the results of its internal pay equity assessments.                                 | 0.4              |               |
| <b>Total points earned →</b>   |                  |               |

## Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized. External (e.g., market-based) pay equity assessments do not qualify.

## Documentation

Report the following information in the online Reporting Tool.

- Has the institution conducted one or more internal pay equity assessments during the previous three years to identify disparities that are not attributable to skills, responsibilities, or level of experience? (required)

*If Yes, the following four fields are also required:*

- Description of the methodologies used to assess internal pay equity
- Are the pay equity assessment(s) inclusive of both academic and non-academic staff?
- Do the pay equity assessment(s) explicitly address pay equity by gender identity? For example, by revealing the ratio of median pay for employees who identify as women

and/or other marginalized gender identities to that for employees who identify as men, across and/or within employee categories.

- Do the pay equity assessment(s) explicitly address internal pay equity by racial, ethnic, and/or Indigenous identity? For example, by revealing the ratio of median pay for employees who identify as members of a marginalized racial, ethnic, and/or Indigenous group to that for employees who identify as members of a dominant group, across and/or within employee categories.
- Does the institution publish the results of its internal pay equity assessments? (required). To qualify, the results or a summary of the results of the most recent assessment to have been finalized must be accessible to the general public, either on the institution’s website or in its STARS report.

*If Yes, at least one of the following fields is also required:*

- Published results of the institution’s most recently finalized internal pay equity assessment. Upload.
- Online resource where the results of the institution’s internal pay equity assessments are available. Website URL.

## 13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited **living wage employer** or B) 100 percent of its **employees** receive **remuneration** (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a **living wage**. Incremental points are available for criterion B based on the institution’s performance within a range from 75 to 100 percent and earned as outlined in Table II.

Table II. Points earned for indicator 13.2, criterion B

| Percentage of employees that receive remuneration equivalent to at least a living wage |   | Minimum threshold |   | Range |   | Points available |   | Points earned |
|--|---|-------------------|---|-------|---|------------------|---|---------------|
|  | - | 75                | ÷ | 25    | × | 3                | = |               |

### Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer accreditation, program criteria must be reasonably consistent with the [Anker Methodology](#) and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the [STARS Help Center](#).

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data

from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both **regular/permanent employees** and **short-term/casual employees**. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the [STARS Help Center](#). A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the [Massachusetts Institute of Technology Living Wage Calculator](#).

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week. Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

## Documentation

Report the following information in the online Reporting Tool, with the wage figures provided in the institution's local currency and expressed as hourly rates and the percentage figure provided within a range from 0 to 100. The wage floor figures are required to provide context for understanding and interpreting the institution's compensation structure. They are not factored into scoring.

- Is the institution a third party accredited living wage employer? (required)

*If Yes, the following field is also required:*



- Narrative and/or website URL detailing the institution's living wage accreditation

*If No, the following eight fields are also required:*

- **Local currency code.** Report the three-digit ISO alphabetic code of the currency used to document the institution's financial data (e.g., AUD, CAD, or USD).
- **Performance year for living wage.** The year the performance period (fiscal or calendar year) used for this indicator ended.
- **Living wage.** Use the most relevant national standard or methodology listed in the [STARS Help Center](#) and report as an hourly rate. A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the [Massachusetts Institute of Technology Living Wage Calculator](#).
- **Standard or methodology used to determine the living wage**
- **Wage floor for regular/permanent employees.** Report the minimum hourly base pay (benefits excluded) a full-time or part-time employee engaged by the institution on a continuous basis or long-term basis can expect to receive. This may be the lowest end of the institution's pay range, the legal minimum wage, or the lowest base pay that a regular/permanent employee actually receives. Employees hired to work less than 50 percent time and/or on a grant or contract basis may be excluded here as long as they are included as short-term/casual employees.
- **Wage floor for short-term/casual academic staff.** Report the lowest hourly base pay (benefits excluded) an academic staff member (e.g., faculty member, lecturer, or researcher) engaged by the institution on a contingent, temporary, or less than half-time basis can expect to receive. This may be the lowest end of the institution's pay range, the legal minimum wage, or the lowest base pay that a short-term/casual academic staff member actually receives. Include employees paid on a fixed-term, grant, stipend, or contract basis. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.
- **Wage floor for short-term/casual non-academic staff.** Report the lowest hourly base pay (benefits excluded) a non-academic staff member engaged by the institution on a contingent, temporary, or less than half-time basis can expect to receive. This may be the lowest end of the institution's pay range, the legal minimum wage, or the lowest base pay that a short-term/casual employee actually receives. Include employees paid on a fixed-term, grant, stipend, or contract basis. Student workers may be excluded.
- **Percentage of employees that receive remuneration equivalent to at least a living wage.** Report on both regular/permanent and short-term/casual employees. Remuneration may include extra-wage components as outlined in Measurement.
- **Narrative outlining the forms of remuneration included in the living wage calculations.** For example, the specific in-kind benefits, cash bonuses, and allowances accounted for in addition to base pay.

- Has the institution made a formal commitment to pay a living wage? (optional)

*If Yes, provide the following:*

- Narrative and/or website URL detailing the institution’s formal commitment to pay a living wage (optional)

### 13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its **significant contractors** meets at least one of the following criteria:

- The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
- The contractor’s lowest-paid, on-site employees are covered by a **collective bargaining** agreement (i.e., a union contract).
- The contractor is a **worker cooperative**.

Partial points are available based on the extent which criterion B is met and earned as outlined in Table III.

Table III. Points earned for indicator 13.3, criterion B

| Number of significant contractors known to pay a collectively determined or living wage |   | Total number of significant contractors |   | Points available |   | Points earned |
|---|---|---|---|------------------|---|---------------|
|   | ÷ |   | × | 1                | = |               |

#### Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution’s most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

## Documentation

- Does the institution have one or more significant contractors? (required)

*If No, the following field is also required:*

- Documentation affirming that the institution has no significant contractors. Upload a letter of affirmation from the procurement office or equivalent.

*If Yes, the following three fields are also required:*

- Total number of significant contractors
- Number of significant contractors known to pay a collectively determined or living wage
- Description of the methodology used to determine which significant contractors pay a collectively determined or living wage. For example, policies, accreditations, contract language, and/or information provided by the contractors.

The Reporting Tool will automatically calculate the following figure:

- Percentage of significant contractors that pay a collectively determined or living wage

## Glossary

**Academic staff** – Personnel whose primary assignment is instruction, research, or public service. Also known as “faculty members”, academic staff include 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. [Adapted from the International Standard Classification of Education (ISCED) and the work of the Organization for Economic Cooperation and Development (OECD).]

**Collective bargaining** – Negotiations that take place between an employer, a group of employers, or one or more employers' organizations, on the one hand, and one or more workers' organizations, on the other hand, for:

- determining working conditions and terms of employment,
- regulating relations between employers and workers, and/or
- regulating relations between employers or their organizations and a workers' organization or workers' organizations.

[Adapted from the definition used by the International Labor Organization (ILO).]

**Employees** – Personnel compensated directly by the institution (unless otherwise specified in credit language). Also known as “staff members” or “direct employees”, employees include academic, non-academic, and executive staff and regular/permanent and short-term/casual employees.

**Living wage** – The remuneration received for a standard workweek by a worker in a particular place sufficient to afford a decent standard of living for the worker and their family. Elements of a decent standard of living include food, water, housing, education, health care, transport, clothing, and other essential needs, including provision for unexpected events. [Adapted from the definition used by the Global Living Wage Network.]

**Living wage employer** – An organization that has obtained third party accreditation based on its provision of a living wage.

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

**Regular/permanent employees** – Personnel employed by the institution on a continuous basis, on contracts of longer than 24 months, or as otherwise defined in an institution’s human resources system. Employees hired to work less than 50 percent time and/or on a grant or contract basis may be excluded as long as they are included as short-term/casual employees.

**Remuneration** – The complete compensation package that an employer provides to a worker. Also known as total compensation, remuneration includes a base wage or salary and may include other components such as in-kind benefits, bonuses, and allowances.

**Short-term/casual employees** – Personnel compensated directly by the institution who are not classified as regular or permanent, e.g., workers employed on a contingent, temporary, or less than half-time basis; on contracts of 24 months or less; or as otherwise defined in an institution’s human resources system.

**Significant contractor** – An entity that provides regular services that are foundational to the operations of the institution, e.g., functions that were once performed by direct employees and subsequently contracted out or that direct employees would be required to perform in the absence of a contractor. Examples include contracted providers of regular on-site dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional/technical, transportation, and retail services. Construction and renovation firms and other contractors that perform highly specialized services on a limited or irregular basis may be excluded, as may sole proprietors, independent contractors, and any contracts with an aggregate value of \$50,000 US Dollars (USD) or less per year or an aggregate duration of one month or less.

**Worker cooperative** – A values-driven business that is owned by workers who participate in its financial success on the basis of their labor contribution to the cooperative and have representation on and vote for the board of directors, adhering to the principle of one worker, one vote. [Adapted from the definition used by the Democracy at Work Institute.]

# Innovation & Leadership (IL)

---

# Innovation & Leadership

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. Innovation & Leadership credits recognize:

- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Emerging best practices (e.g., calculating an institution's nitrogen footprint).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

Each of these credits is worth 1 bonus point. Partial points are available for some credits. An institution may add any number or combination of these credits to its report, however, the maximum number of bonus points applied toward scoring is 10.

A catalog of Innovation & Leadership credits is available on the [STARS website](#).