

Sustainability Tracking, Assessment & Rating System STARS

Version 1.0 Early Release
Technical Manual

September 2009



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September 21, 2009

Dear Colleagues,

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

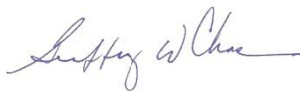
These goals, as essential as they are, are also complicated. They ask us to build on our past commitments while at the same time considering new pathways for moving forward. The challenges facing the globe are vast, and it can sometimes be daunting to consider how institutions might change course, particularly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

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

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

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

Toward sustainability,



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



Paul Rowland Executive Director, AASHE

Acknowledgements

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

Founding Partners

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



Association of College & University Housing Officers - International



Advancing Campus Activities in Higher Education



Council for Christian Colleges & Universities



National Association of College and University Business Officers



Note about Early Release Version

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

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

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

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

Table of Contents

Introductory Letter	4
Acknowledgements	5
Note about Early Release Version	6
Introduction	
i. STARS Overview	
a. STARS History	8
b. How Credits Were Developed and Weighted	9
c. Understanding Sustainability	11
ii. Reporting Instructions	
a. Registration and Eligibility	12
b. Data Collection and Reporting	12
c. Submission and Accountability	13
iii. Scoring and Ratings	
a. How Scores are Calculated	15
b. Timeframe for Ratings	16
STARS 1.0 Table of Credits	17
Education & Research	
Co-Curricular Education	21
Curriculum	37
Research	64
Operations	
Buildings	78
Climate	94
Dining Services	105
Energy	113
Grounds	126
Purchasing	133
Transportation	151
Waste	167
Water	185
Planning, Administration & Engagement	
Coordination and Planning	194
Diversity and Affordability	206
Human Resources	219
Investment	234
Public Engagement	245
Innovation	265

Introduction

i. STARS Overview

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

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

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

STARS History

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

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

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

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

How Credits Were Developed and Weighted

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

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

Gatekeeper Questions

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

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

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

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

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

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

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

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

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

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

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

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

Understanding Sustainability

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

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

1. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

- *the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and*
- *the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.*

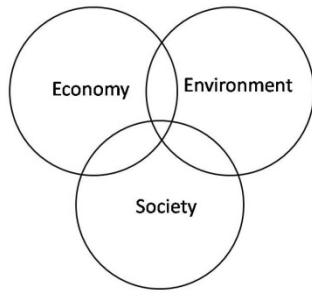
2. Thus the goals of economic and social development must be defined in terms of sustainability in all countries [...]

3. [...] Physical sustainability cannot be secured unless development policies pay attention to such considerations as changes in access to resources and in the distribution of costs and benefits. Even the narrow notion of physical sustainability implies a concern for social equity between generations, a concern that must logically be extended to equity within each generation.

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

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

Today, most uses of and references to sustainability emphasize the concept’s simultaneous economic, environmental, and social dimensions. For example, businesses talk about the triple bottom line: people, planet, and profits (or, alternately, human capital, natural capital, and financial capital). Likewise, sustainability educators commonly refer to the Three E’s of sustainability: economy, ecology, and equity.



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

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

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

ii. Reporting Instructions

Registration and Eligibility

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

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

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

Data Collection and Reporting

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. Institutions will specify the boundary for included data in the institutional information section of the reporting tool. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the notes accompanying the submitted data.

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

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

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

Submission and Accountability

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

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

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

STARS Reporting Process

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

1. At the time of **registration**:

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

2. During the **reporting process**:

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

3. At the time of **submission**:

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

iii. Scoring and Ratings

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

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

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

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

How Scores Are Calculated

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

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

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

Timeframe for Ratings

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

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

STARS 1.0 Table of Credits

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

* credit does not apply to all institutions

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

Water		
OP Credit 22	Water Consumption	7
OP Credit 23	Stormwater Management	2
<i>Tier Two</i>	<i>Water Tier Two Credits</i>	1.25
Total		100

* credit does not apply to all institutions

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

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

* credit does not apply to all institutions

Education & Research

Co-Curricular Education

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

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

* credit does not apply to all institutions

ER Credit 1: Student Sustainability Educators Program

5 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

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

Scoring Example

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

- 1) Example University’s Eco-Reps Program trains representatives in residence halls. All residence halls at Example University participate in the Eco-Reps Program and house at least one Eco-Rep. This program serves **2,000 students** (the residential population).
- 2) Example University’s School of Law has a team of Student Sustainability Ambassadors who are tasked with conducting sustainability outreach and training to fellow law students. All **500 students** at the law school are served by this program.

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

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

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

7. STANDARDS AND TERMS

Not applicable

ER Credit 2: Student Sustainability Outreach Campaign

5 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

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

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

Credit Example: Measuring Campaign Results

To earn this credit, an institution must demonstrate that an outreach campaign led to a measurable, positive impact on its sustainability performance.

In order to measure whether the campaign positively impacted the institution's sustainability performance, institutions should compare performance before the campaign to results during or after the campaign. Examples of how to measure impacts from various campaigns follow.

Example 1: An on-campus competition

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

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

Example 2: A campus-wide challenge

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

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

Example 3: An outreach campaign

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

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

Please note that the following impacts are not sufficient for this credit:

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

Report on the most recent campaign for which data are available. Campaigns held more than three years ago are not eligible for this credit.

Sampling and Data Standards

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

7. STANDARDS AND TERMS

Not applicable

ER Credit 3: Sustainability in New Student Orientation

2 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

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

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

Report activities from the most recent orientation held.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Credit Example: Including Sustainability Prominently in Orientation

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

The following examples are provided to illustrate prominent inclusion of sustainability.

Example 1: Several strategies

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

- Each student moving in to a dorm received a compact fluorescent light bulb and tips for saving energy.
- There was an optional service learning trip to restore wildlife habitat and to learn about the local ecosystem.
- All students were able to take a tour that highlighted the institution's sustainability features.
- The institution screened a film about sustainability.
- A professor gave a convocation lecture about her sustainability research.

Example 2: A major sustainability event

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

Please note: Since this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit.

Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

ER Credit 4: Sustainability Outreach and Publications

4 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

Report on currently used outreach materials and publications only.

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Co-Curricular Education Tier Two Credits

2.0 points available

(0.25 points available for each Tier Two credit earned)

1: Student Group

0.25 points available

Criteria

Institution has an active student organization focused on sustainability.

Applicability

This credit applies to all institutions.

Reporting Fields

Required

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

Optional

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

2: Organic Garden

0.25 points available

Criteria

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

Applicability

This credit applies to all institutions with campus grounds.

Reporting Fields

Required

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

Optional

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

3: Model Dorm Room

0.25 points available

Criteria

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

Applicability

This credit applies to all institutions that have residence halls.

Reporting Fields

Required

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

Optional

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

4: Themed Housing

0.25 points available

Criteria

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

Applicability

This credit applies to institutions with on-campus housing.

Reporting Fields

Required

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

Optional

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

5: Sustainable Enterprise

0.25 points available

Criteria

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

Applicability

This credit applies to all institutions.

Reporting Fields

Required

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

Optional

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

6: Sustainability Events

0.25 points available

Criteria

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

Applicability

This credit applies to all institutions.

Reporting Fields

Required

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

Optional

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

7: Outdoors Program

0.25 points available

Criteria

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

Applicability

This credit applies to all institutions.

Reporting Fields

Required

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

Optional

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

8: Themed Semester or Year

0.25 points available

Criteria

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

Applicability

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

Reporting Fields

Required

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

Optional

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

Curriculum

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

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

* credit does not apply to all institutions

ER Credit 5: Sustainability Course Identification

3 points available

1. CREDIT RATIONALE

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

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

2. CRITERIA

Part 1

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

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

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

Part 2

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

Part 3

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

3. APPLICABILITY

This credit applies to all institutions.

Credit Example: Identifying Sustainability Courses

Part 1: Adopting a Definition of Sustainability in the Curriculum

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

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

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

In order to determine whether or not a course has this goal in mind, it is useful to ask whether or not a given course will help students to achieve one or more of the following.

- *Understand and be able to effectively communicate the concept of sustainability.*
- *Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.*
- *Become aware of and explore the connections between their chosen course of study and sustainability.*
- *Develop technical skills or expertise necessary to implement sustainable solutions.*
- *Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.*
- *Contribute practical solutions to real-world sustainability challenges.*
- *Synthesize understanding of social, economic, and environmental systems and reason holistically.*

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

4. SCORING

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

Part 1

Institutions earn 1 point for meeting the criteria outlined above.

Part 2

Institutions earn 1 point for meeting the criteria outlined above.

Part 3

Institutions earn 1 point for meeting the criteria outlined above.

5. REPORTING FIELDS

Required

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

Conditional

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

- A copy of the institution's definition of sustainability in the curriculum

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

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

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

- The website URL where the sustainability course inventory is posted

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Sustainability-Focused Courses

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

Sustainability-Related Courses

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

ER Credit 6: Sustainability-Focused Courses

10 points available

1. CREDIT RATIONALE

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

2. CRITERIA

Institution offers sustainability-focused academic courses.

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

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

Scoring Example

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

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

5. REPORTING FIELDS

Required

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

Conditional

Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:

- A list of sustainability-focused courses offered

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent data available.

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

Sampling and Data Standards

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

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

the same way as total course offerings. For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term may be counted as 3 courses or 1 course, as long as the institution's course-counting methodology is consistent.

7. STANDARDS AND TERMS

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

ER Credit 7: Sustainability-Related Courses

10 points available

1. CREDIT RATIONALE

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

2. CRITERIA

Institution offers sustainability-related academic courses.

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

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

Scoring Example

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

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

5. REPORTING FIELDS

Required

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

Conditional

Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:

- A list of sustainability related courses offered

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent data available.

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

Sampling and Data Standards

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

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

sustainability-related course offerings are counted in the same way as total course offerings. For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term may be counted as 3 courses or 1 course, as long as the institution's course counting methodology is consistent.

7. STANDARDS AND TERMS

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

ER Credit 8: Sustainability Courses by Department

7 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

3. APPLICABILITY

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

4. SCORING

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

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

Scoring Example

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

Factor	<i>Multiply</i>	Number of Departments that Offer a Sustainability Course	<i>Divide</i>	Total Number of Departments	<i>Equals</i>	Total Points
7.78	×	<u>10</u>	÷	<u>30</u>	=	2.59

5. REPORTING FIELDS

Required

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

Conditional

Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:

- A list of departments that offer sustainability courses

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent data available.

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

Sampling and Data Standards

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

7. STANDARDS AND TERMS

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

ER Credit 9: Sustainability Learning Outcomes

10 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

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

4. SCORING

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

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

Scoring Example

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

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

5. REPORTING FIELDS

Required

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

Conditional

Required if this information is not included in a publicly available sustainability course inventory, covered in *ER Credit 5: Sustainability Course Identification*:

- A list of degree programs that have sustainability learning outcomes

Optional

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

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Learning Outcomes

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

ER Credit 10: Undergraduate Program in Sustainability

4 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

3. APPLICABILITY

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

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 11: Graduate Program in Sustainability

4 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

3. APPLICABILITY

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

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 12: Sustainability Immersive Experience

2 points available

1. CREDIT RATIONALE

This credit recognizes institutions that offer sustainability-focused immersive experience programs. Such programs give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

2. CRITERIA

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

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

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

3. APPLICABILITY

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

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 13: Sustainability Literacy Assessment

2 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

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

7. STANDARDS AND TERMS

Not applicable

ER Credit 14: Incentives for Developing Sustainability Courses

3 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

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

3. APPLICABILITY

This credit applies to all institutions.

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

Research

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

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

* credit does not apply to all institutions

ER Credit 15: Sustainability Research Identification

3 points available

1. CREDIT RATIONALE

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

Adopting a definition of sustainability research provides a foundation for measurement and goal setting. Conducting an inventory of an institution’s sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. Conducting an inventory of research also establishes a baseline for measuring future progress.

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

2. CRITERIA

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

3. APPLICABILITY

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

Credit Example: Identifying Sustainability Research

Part 1: Adopting a Definition of Sustainability Research

Example University's sustainability committee, which includes at least three faculty members from different departments who conduct research, developed the following definition of sustainability research.

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

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

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

Part 2: Identifying Sustainability Research

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

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

4. SCORING

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

Part 1

Institutions earn 1 point for meeting the criteria outlined above.

Part 2

Institutions earn 1 point for meeting the criteria outlined above.

Part 3

Institutions earn 1 point for meeting the criteria outlined above.

5. REPORTING FIELDS

Required

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

Conditional

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

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

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

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

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

- The website URL where the sustainability research inventory is posted

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 16: Faculty Involved in Sustainability Research

10 points available

1. CREDIT RATIONALE

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

2. CRITERIA

Institution's faculty members conduct research on sustainability topics.

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

3. APPLICABILITY

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

4. SCORING

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

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

Scoring Example

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

Factor	<i>Multiply</i>	Faculty Members Conducting Sustainability Research	<i>Divide</i>	Total Number of Faculty Members	<i>Equals</i>	Points Earned
40	×	<u>200</u>	÷	<u>2,500</u>	=	3.2

5. REPORTING FIELDS

Required

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

Conditional

Required if this information is not included in a publicly available sustainability research inventory, covered in *ER Credit 15: Sustainability Research Identification*:

- Names and department affiliations of faculty engaged in sustainability research

Optional

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

6. MEASUREMENT

Timeframe

Report the most recent data available.

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

Sampling and Data Standards

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

7. STANDARDS AND TERMS

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

ER Credit 17: Departments Involved in Sustainability Research

6 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

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

3. APPLICABILITY

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

4. SCORING

Institutions earn the maximum of 6 points available for this credit when 75 or more percent of departments are engaged in sustainability research. Incremental points are available based on the percentage of departments that conduct sustainability research. For example, if 25 percent of departments conducted sustainability research, an institution would earn 2 points (one third of the points available for this credit). Points earned are calculated according to the following table:

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

Scoring Example

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

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

5. REPORTING FIELDS

Required

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

Conditional

Required if this information is not included in the sustainability research inventory, covered in *ER Credit 15: Sustainability Research Identification*:

- A list of academic departments in which at least one faculty member engages in sustainability research

Optional

- Notes about the submission

6. MEASUREMENT

Timeframe

Report the most recent data available.

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

Sampling and Data Standards

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

7. STANDARDS AND TERMS

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

ER Credit 18: Sustainability Research Incentives

6 points available

1. CREDIT RATIONALE

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

2. CRITERIA

Part 1

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

Part 2

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

3. APPLICABILITY

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

4. SCORING

Each part of the credit is scored separately.

Part 1

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

Part 2

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

5. REPORTING FIELDS

Required

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

Conditional

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

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

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

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

Optional

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

6. MEASUREMENT

Timeframe

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

Sampling and Data Standards

Not applicable

7. STANDARDS AND TERMS

Not applicable

ER Credit 19: Interdisciplinary Research in Tenure and Promotion

2 points available

1. CREDIT RATIONALE

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

2. CRITERIA

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

3. APPLICABILITY

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

4. SCORING

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

5. REPORTING FIELDS

Required

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

Optional

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

6. MEASUREMENT

Timeframe

Report on current policies and practices.

Sampling and Data Standards

Not applicable.

7. STANDARDS AND TERMS

Not applicable

Operations

Buildings

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

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

* credit does not apply to all institutions

