



— DRAFT —

AASHE Sustainability Tracking, Assessment & Rating System (STARS) for Colleges and Universities

Version 0.4

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**Project coordinated by the Association for the Advancement of
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Note to Readers

This draft framework is intended to further the development of a campus sustainability assessment and rating system. Its purpose is to continue dialogue, analysis, and refinement. Everything herein is subject to review, comment, revision, elimination, or overhaul. Please voice your concerns, comments, contributions and so forth in the finest spirit of positive but rigorous debate. Please send feedback to stars@ashe.org. All responses will be seriously considered.

This draft was produced by Julian Dautremont-Smith, Dave Newport, and Judy Walton. It is informed with feedback from workshop participants at AASHE 2006, the Rocky Mountain Sustainability Summit, the 2007 Smart and Sustainable Campuses Conference, and the Greening of the Campus Conference. Please visit the STARS website (<http://www.aashe.org/stars/>) for the latest information about this initiative.

A. Introduction

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

1. Provide a guide for advancing sustainability in all sectors of higher education, from governance and operations to academics and community engagement;
2. Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education;
3. Create incentives for continuous improvement toward sustainability;
4. Facilitate information sharing about higher education sustainability practices and performance; and
5. Promote a comprehensive understanding of sustainability that includes its social, economic and environmental dimensions.

In addition, schools can receive marketing benefits from achieving a good rating, and students will be able to use the STARS ratings in deciding where to go or transfer. All of this will help accelerate movement to sustainability by higher education.

B. Reporting Instructions

Institutions will be asked to fill in the STARS checklist as completely as possible, calculate their score and rating, and submit the document to AASHE to be posted publicly. All completed checklists will be available to any interested party in a fully transparent manner on AASHE's website. AASHE will not comment on submitted checklists nor affirm or certify purported ratings or any other claims by an institution.

Reporting Frequency

Ratings will be valid for a period of three years, after which an institution must submit another report and checklist. It is anticipated that participating colleges and universities will engage in continual improvement through this process.

Verification/Certification

AASHE does not currently intend to require third-party review and certification or verification of submissions. Instead, institutions will be asked to submit a letter from the president or chancellor that summarizes campus sustainability efforts and should include, at minimum, the following statement:

"The information included herein is, to the best of my knowledge, true and accurate. Certification of our rating has not been made or implied by AASHE, nor undertaken by a third party. I agree to

refer to [name of institution]'s rating as: "A voluntary, self-scored rating using the AASHE Sustainability Tracking, Assessment & Rating System."

While certification is not required, an institution may wish to seek third-party verification in order to lend its report even greater credibility and marketing value. This could be done through peer review or a paid auditor. Initially at least, AASHE will not be overseeing or training certifiers. If an institution chooses to have a third-party certifier, the letter from the president or chancellor should include the following statement:

"The information included herein is, to the best of my knowledge, true and accurate. Certification of our rating has not been made or implied by AASHE; however, it has been reviewed by name of 3rd-party org. which has found in summary that summary sentence from report .

I agree to refer to [name of institution]'s rating as: "A voluntary, self-scored rating using the AASHE Sustainability Tracking, Assessment & Rating System, reviewed and verified by third-party name ."

C. Registration Fee

Participating campuses will pay a small fee for registering their report and checklist with AASHE. The fee is not expected to be very high and is largely to cover costs. Attempts have been made to keep this rating system as low-cost as possible. For example, cost was an important factor in the decision not to require third-party verification for at least the first few years.

D. Boundaries

Generally, each campus will be expected to include all of its land holdings, facilities, and satellite campuses when completing the rating. If an institution has multiple campuses with presidents or chancellors, then each campus may complete its own STARS checklist. If an institution finds it necessary to exclude a particular unit from its submittal, the reason for excluding it must be provided in the report accompanying the submitted checklist.

E. Indicators, Weighting, and Categories

Indicators

Indicators are the heart of the rating system. They collectively signify an institution's degree of commitment and permanence of change toward sustainability. Example indications of movement toward sustainability include:

- 1) Adoption of relevant policies, rules, codes, and/or guidelines.
- 2) Existence of, and funding for, significant programs and vital infrastructure that demonstrably increase campus sustainability capacity.
- 3) Support for crucial staff and organizational entities.
- 4) Promulgation of relevant targets, commitments and goals by leadership.
- 5) Emphasis on sustainability-related content in curriculum or research.
- 6) Quantitative measurements of sustainability outcomes or trends.

Background information and guidance for each indicator will be offered in a *STARS User's Guide* (to be developed by AASHE).

Rationale for Selecting Indicators

STARS is comprised of two main types of indicators – performance indicators and strategy indicators. Performance indicators are based on quantitative measurements of sustainability performance. Strategy indicators focus specific strategies or processes implemented in an attempt to improve an institution's

performance. For example, "percent of commuters who walk, bike, or take public transit to campus" is a performance indicator, while the "presence of a bus pass program" or "presence of a bicycle promotion program" are strategy indicators.

While both types of indicators provide useful information, in general we have emphasized performance over strategy indicators when possible. This is because the goal for the rating system is to catalyze tangible improvements in sustainability performance, not simply to encourage adoption of more strategies. When a performance indicator fully captures the intended outcome of a strategy, we have used the performance indicator rather than the strategy indicator. For example, the performance indicator above ("percent of commuters who walk... etc.) captures the intended outcome of having a bus pass program. The latter may be one of many strategies implemented to achieve a high percentage on the performance indicator.

For many important aspects of sustainability, there are no appropriate performance indicators. In such cases, we selected strategy indicators that we believe are most likely to result in improved sustainability performance. Additionally, in recognition of the fact that performance indicators often don't tell the full story, we included many strategy indicators as lower-value Tier 2 indicators (see below for more information about tiers). As a result, the rating system submissions will be able to provide a rich dataset that will show which strategies institutions are taking to improve their sustainability performance, and enable a determination of how these strategies correlate with actual performance.

There are two types of performance indicators: trend-based performance indicators and snapshot performance indicators. Trend-based performance indicators ask about the change in an institution's performance over a specified period of time, and give points for trends toward sustainability. Snapshot performance indicators ask about sustainability performance at a particular moment in time, and give one or more points to institutions that exceed specified thresholds.

Both types of performance indicators have strengths and weaknesses. Trend-based performance indicators show whether the institution is moving in the right direction over time, but don't show how the institution's performance compares to that of other institutions and can be unfair to institutions that have made a great deal of progress prior to the period of analysis. Snapshot performance indicators show how the institution compares to other institutions at a given moment, but don't show whether an institution is moving toward or away from sustainability. Thus, both trend and snapshot performance data are necessary to get a complete understanding of an institution's sustainability performance.

Unfortunately, in many cases, the information necessary to establish reasonable thresholds of achievement that are appropriate for all institution-types and geographic regions does not exist. As a result, the performance indicators in STARS are mostly trend-based at present, though we have included small number of snapshot performance indicators where percentage-based thresholds were possible. We hope that over time we will be able to use the data gathered through these questions to establish reasonable thresholds and thus enable the use of more snapshot indicators.

To the extent possible, indicators will be informed by existing standards and guidelines.

Tiers

The rating system may offer two tiers of indicators: Tier One indicators are seen as primary contributors to advancing organizational sustainability, and are generally weighted equally, except where "intensity" comes into play. Tier Two indicators would be those seen as contributing to sustainability but not of the same magnitude as Tier One indicators, and would be accordingly weighted less. They could be presented as suites of options from which a campus must select two or more for each point.

Levels of Achievement

Campuses may achieve one of four levels in STARS, based on their total score. We anticipate that the star symbol (one star, two stars, etc.) will indicate different levels of achievement in STARS. Since not all indicators are applicable for all types of institutions (e.g., sustainability research options are limited for community colleges), threshold scores for each level could be adjusted on the basis of institution type.

Thresholds for each level have not been determined yet, but eventually a table such as the following will be provided. The institution types are defined by the Carnegie Classification of Institutions of Higher Education:

	1 Star	2 Stars	3 Stars	4 Stars
Associate's College				
Doctorate-granting University				
Master's College and University				
Baccalaureate College				
Tribal College				

Categories

Four general categories of Tier One indicators are proposed, which collectively aim to create a comprehensive evaluation of sustainability across the institution:

- Category A: Governance and Finance
- Category B: Social Responsibility and Community Engagement
- Category C: Education and Research
- Category D: Operations

If a prerequisite exists for a specific category, it must be satisfied before a campus may access the points in that category.

Innovation

Points may be offered for “innovations,” which could come from any category (or not fit neatly into an existing category). Institutions would be asked to describe each proposed innovation and explain how it meets the guidelines for indicators. AASHE would set up a committee to review and vet proposed innovations. A maximum number of innovation points (perhaps 4) would be allowed but institutions could submit as many proposed innovations as they wish. The fee may be adjusted per innovation point proposal.

The "Living" Campus

To encourage continuous progress toward sustainability, the highest level of the rating system should be reserved for fully sustainable campuses. It is difficult to represent a fully sustainable campus using a point-based system, and so, inspired by the "Living Building Challenge," we are considering the development of a separate set of indicators necessary for achievement of the highest rating.

F. Definitions of Sustainability

There is no commonly accepted and fully understood definition of sustainability or “campus sustainability,” let alone agreement on what indicators to use in measuring it. We have tried to capture in this system the most significant elements of campus sustainability that have emerged in a variety of previous assessment frameworks.

These are generally in keeping with AASHE’s broad definition of sustainability which encompasses human and ecological health, social justice, secure livelihoods, and a better world for all generations. We hope that ensuing conversations among practitioners will help us all understand how sustainability as an abstract concept can be approached through concrete, operational actions. In the end, the STARS provides only an inherently imperfect, but still valuable, framework to help campuses evaluate their progress, relative to others and over time, towards an ideal vision.

G. Reporting Elements

Letter from Leadership

Each time an institution submits its rating materials, the president or chancellor will submit a letter that establishes the credibility of the report and demonstrates institutional commitment. Elements of the letter may include:

- Areas of emphasis and commitment to targets
- Description of commitment to economic, educational/research, environmental, and social goals by institution's leadership
- Progress against benchmarks, such as previous performance goals and targets, and summary of successes and failures
- Approach to stakeholder engagement
- Challenges in integrating responsibilities for financial performance with those for economic, environmental, educational/research, and social performance, including the implications for future business strategy
- How sustainability issues integrate with the institution's mission - educating and engaging students and citizens, interacting with the community, and playing a greater role and standing in civil society.

Institutional Profile

An institution's profile will be submitted online as part of the reporting process. The form will look similar to the below.

INSTITUTIONAL PROFILE	
INSTITUTION NAME	Example College
INSTITUTION ADDRESS	2340 Main St., Chelsea, Kentucky 97332
NAME OF CAMPUS CONTACT (include email, phone and web addresses)	Marge N Oferror, 999-111-2222, marge@example.edu , www.example.edu
DATE OF SUBMITTAL	2/22/2007
BOUNDARIES OF MEASURED DATA (e.g. total holdings, main campus only, international operations excluded, etc).	Main campus only
POPULATION	
Residential Students	
Full Time & Part Time Commuter Students	Full Time: Part Time:
Full Time & Part Time Faculty	Full Time: Part Time:
Full Time & Part Time Staff	Full Time: Part Time
Full Time Campus Users (FTCU)	
Other campus users (if known)	
INFRASTRUCTURE	
Total campus conditioned building area in square feet	
Total number of fleet vehicles, all departments	
Total energy used/year in MM BTU/year	
CARNEGIE CLASSIFICATION	
TOTAL ENROLLMENT	

Checklist

A STARS Checklist will be prepared by each institution with help from the guidance document and submitted online. A sample checklist is provided below.

CHECKLIST (TIER ONE INDICATORS)				
A. Governance and Finance (GF)				
		Points	Yes	? No
<i>GF Prereq 1</i>	Sustainability Committee	<i>Required</i>		
INSTITUTIONAL COMMITMENT				
<i>GF Credit 1</i>	Guiding Documents	1		
<i>GF Credit 2</i>	Sustainability Implementation Plan	1		
<i>GF Credit 3</i>	Sustainability Officer I Sustainability Officer II	2		
<i>GF Credit 4</i>	American College & University Presidents Climate Commitment	1		
<i>GF Credit 5</i>	Shared Governance	1		
FUNDING				
<i>GF Credit 6</i>	Reinvestment Mechanism	1		
<i>GF Credit 7</i>	Dedicated Sustainability Funding	1		
INVESTMENT				
<i>GF Credit 8</i>	Endowment Transparency	1		
<i>GF Credit 9</i>	Committee on Shareholder Responsibility	1		
<i>GF Credit 10</i>	Proactive Sustainability Investments	1		
<i>GF Credit 11</i>	Investment Screening	1		
		TOTALS 12		

B. Social Responsibility and Community Engagement (SC)				
<i>Prerequisite: None</i>				
			Yes	? No
SERVICE				
<i>SC Credit 1</i>	Community Service Coordinator	1		
<i>SC Credit 2</i>	Student Community Service	5		
	<input type="checkbox"/> >20% (1pt)			
	<input type="checkbox"/> >40% (2pts)			
	<input type="checkbox"/> >60% (3pts)			
	<input type="checkbox"/> >80% (4pts)			
	<input type="checkbox"/> >100% (5pts)			

<i>SC Credit 3</i>	Community Service in Job Descriptions	1			
<i>SC Credit 4</i>	Work Study and Community Service	1			
<i>SC Credit 5</i>	Work Study and Community Service – Trend	1			
DIVERSITY					
<i>SC Credit 6</i>	Diversity Committee	1			
<i>SC Credit 7</i>	Diversity Officer	1			
<i>SC Credit 8</i>	Admissions Diversity	1			
<i>SC Credit 9</i>	URG Graduation Rate – Trend	1			
<i>SC Credit 10</i>	Faculty Racial and Ethnic Diversity – Trend	1			
<i>SC Credit 11</i>	Faculty Gender Diversity – Trend	1			
<i>SC Credit 12</i>	Administrator Racial and Ethnic Diversity – Trend	1			
<i>SC Credit 13</i>	Administrator Gender Diversity – Trend	1			
<i>SC Credit 14</i>	Departmental Diversity Plans	1			
<i>SC Credit 15</i>	Non-Discrimination Statement	1			
<i>SC Credit 16</i>	Benefits for Domestic Partners	1			
FAIR LABOR PRACTICES					
<i>SC Credit 17</i>	Fair Labor Code of Conduct	1			
<i>SC Credit 18</i>	Independent Monitoring of Logo Apparel	1			
<i>SC Credit 19</i>	Designated Suppliers Program	1			
<i>SC Credit 20</i>	Living Wage – Staff	1			
<i>SC Credit 21</i>	Living Wage – Contractors	1			
<i>SC Credit 22</i>	Healthcare Benefits	1			
<i>SC Credit 23</i>	Graduate Student Employee Benefits	1			
<i>SC Credit 24</i>	URG Pay Equity	1			
<i>SC Credit 25</i>	Workforce Well-being	1			
AFFORDABILITY AND SOCIAL MOBILITY					
<i>SC Credit 26</i>	Social Mobility – Trend	1			
<i>SC Credit 27</i>	Affordability – Trend	1			
TOTALS		31			

C. Education and Research (ER)					
		Points	Yes	?	No
<i>ER Prereq</i>	Sustainability Definition	<i>Required</i>			

CURRICULUM				
<i>ER Credit 1</i>	Graduation Requirement	1		
<i>ER Credit 2</i>	Course Offering – Trend	1		
<i>ER Credit 3</i>	Student Exposure to Sustainability – Trend	1		
<i>ER Credit 4</i>	Course Development Incentives	1		
<i>ER Credit 5</i>	Course Designation	1		
<i>ER Credit 6</i>	Academic Program or Department	1		
<i>ER Credit 7</i>	Tenure, Promotion and Hiring	1		
RESEARCH				
<i>ER Credit 8</i>	Funded Research – Trend	1		
<i>ER Credit 9</i>	Internal Research Grant – Trend	1		
<i>ER Credit 10</i>	Research Center	1		
<i>ER Credit 11</i>	Research Incentives	1		
INFORMAL EDUCATION				
<i>ER Credit 12</i>	Student Organization	1		
<i>ER Credit 13</i>	Student Sustainability Outreach Program	1		
LITERACY				
<i>ER Credit 14</i>	Sustainability Learning Goal	1		
<i>ER Credit 15</i>	Sustainability Literacy Survey – Baseline	1		
<i>ER Credit 16</i>	Sustainability Literacy Survey – Phased	1		
<i>ER Credit 17</i>	Sustainability Literacy Survey – Threshold	1		
<i>ER Credit 18</i>	Sustainability Literacy Survey – Trend	1		
		TOTAL	18	

D. Operations (OP)					
		Points	Yes	?	No
<i>OP Prereq 1</i>	Recycling Program	<i>Required</i>			
<i>OP Prereq 2</i>	EH&S Compliance	<i>Required</i>			
PLANNING AND DEVELOPMENT					
<i>OP Credit 1</i>	Campus Master Plan	1			
<i>OP Credit 2</i>	Campus Design Specifications	1			
<i>OP Credit 3</i>	LEED-EB – Trend	1			
<i>OP Credit 4</i>	LEED-CI – Trend	1			
PURCHASING					
<i>OP Credit 5</i>	Environmentally Preferable Purchasing	1			

<i>OP Credit 6</i>	Environmentally Preferable Purchasing – Trend	1			
<i>OP Credit 7</i>	Sustainable Food Purchasing <input type="checkbox"/> > 10% (1 pts) <input type="checkbox"/> > 30% (2 pts) <input type="checkbox"/> > 60% (3 pts) <input type="checkbox"/> 100% (4 pts)	4			
<i>OP Credit 8</i>	Non-meat Dining Options	1			
<i>OP Credit 9</i>	Green Seal Procurement	1			
<i>OP Credit 10</i>	ENERGYSTAR Procurement	1			
<i>OP Credit 11</i>	EPEAT Procurement	1			
<i>OP Credit 12</i>	Environmentally Preferable Paper	1			
ENERGY AND CLIMATE					
<i>OP Credit 13</i>	Energy Intensity Trend <input type="checkbox"/> > 0% reduction/yr (1pt) <input type="checkbox"/> > 1%/yr (2pts) <input type="checkbox"/> > 2%/yr (3pts) <input type="checkbox"/> > 3%/yr (4pts) <input type="checkbox"/> > 4%/yr (5pts)	5			
<i>OP Credit 14</i>	Renewable Electricity Consumption <input type="checkbox"/> > 20% (1 pts) <input type="checkbox"/> > 40% (2 pts) <input type="checkbox"/> > 60% (3 pts) <input type="checkbox"/> > 80% (4 pts) <input type="checkbox"/> 100% (5 pts)	5			
<i>OP Credit 15</i>	Renewable Energy Consumption <input type="checkbox"/> > 20% (1 pts) <input type="checkbox"/> > 40% (2 pts) <input type="checkbox"/> > 60% (3 pts) <input type="checkbox"/> > 80% (4 pts) <input type="checkbox"/> 100% (5 pts)	5			
<i>OP Credit 16</i>	GHG Emission Reductions <input type="checkbox"/> > 10% (1pt) <input type="checkbox"/> > 25% (2pts) <input type="checkbox"/> > 50% (3pts) <input type="checkbox"/> > 75% (4pts) <input type="checkbox"/> 100% (5pts)	5			
MATERIALS AND RECYCLING					
<i>OP Credit 17</i>	Waste Minimization – Trend	1			
<i>OP Credit 18</i>	Waste Diversion Rate – Trend	1			
<i>OP Credit 19</i>	Paper Consumption- Trend	1			
TRANSPORTATION					

<i>OP Credit 20</i>	Fleet GHG Emissions – Trend	1			
<i>OP Credit 21</i>	Alternative Transportation	4			
	<input type="checkbox"/> > 25% (1 pts) <input type="checkbox"/> > 50% (2 pts) <input type="checkbox"/> > 75% (3 pts) <input type="checkbox"/> 100% (4 pts)				
<i>OP Credit 22</i>	Commuter Options	1			
WATER AND LANDSCAPE MANAGEMENT					
<i>OP Credit 23</i>	Potable Water Consumption – Trend	1			
<i>OP Credit 24</i>	Irrigation Water Consumption – Trend	1			
<i>OP Credit 25</i>	Organic Campus	1			
<i>OP Credit 26</i>	Stormwater Management	1			
		TOTAL	48		

Summary					
A) Governance and Finance (12 possible)					
B) Social Responsibility and Community Engagement (31 possible)					
C) Education and Research (18 possible)					
D) Operations (48 possible)					
E) Innovation (4 possible)					
		TOTAL			

GUIDANCE ON INDICATORS

A. Governance and Finance

GF Prerequisite 1: Sustainability Committee

Institution must have a formal, standing sustainability committee, council, taskforce, team, or other body with representation from students, staff, and faculty that meets routinely on an ongoing basis and advises on and/or implements policies and programs related to sustainability. The Committee's mission or charge must include social, economic, and environmental sustainability.

INSTITUTIONAL COMMITMENT

GF Credit 1: Guiding Documents

Institution must demonstrate a commitment to sustainability in its mission statement, strategic plan or equivalent guiding document. The guiding document must be at the institution level - a document at the department, school or college level is not sufficient to earn this credit. In a strategic plan (or equivalent), sustainability must be incorporated as a high-level goal, strategy, principle, or equivalent; a minor reference to sustainability in the strategic plan is not sufficient to earn this credit. A stand alone policy on sustainability does not count as an equivalent guiding document, nor does a campus master plan (which is addressed elsewhere in this checklist).

GF Credit 2: Sustainability Implementation Plan

Institution must have a formally adopted sustainability implementation plan.

GF Credit 3: Sustainability Officer

This indicator has two levels: Sustainability Officer I and II. Sustainability Officer I is a campus sustainability officer (e.g., coordinator or director) with campus-wide responsibility for sustainability – but who is working part-time or whose job description assigns less than 100% time to campus-wide sustainability. Sustainability Officer II is a full-time dedicated sustainability professional with permanent funding and campus-wide responsibility for sustainability.

GF Credit 4: American College & University Presidents Climate Commitment

Institution must be a signatory in good standing to the American College & University Presidents Climate Commitment.

GF Credit 5: Shared Governance

Institution must provide opportunities for faculty, students and employees to participate meaningfully in campus governance. The existence of a student government, faculty assembly, and staff council—and campus leadership's regular solicitation of their opinions on important campus issues is a minimum requirement for this credit.

FUNDING

GF Credit 6: Reinvestment Mechanism

Institution must have in place a revolving loan fund or similar internal mechanism for reinvesting the savings from sustainability projects into further sustainability projects. The fund may be of any size, it is the mechanism that is important for earning this credit.

GF Credit 7: Dedicated Sustainability Funding

Institution must have recurring funding whose use is restricted to sustainability projects (not including faculty research). This could take the form of a formal grant program that provides funding for internal sustainability projects.

INVESTMENT

GF Credit 8: Endowment Transparency

Institution must make both its endowment holdings and proxy voting records available to the campus community. This information does not need to be available in "real time," and may be provided through means of an annual report or similar publication. Institutions may make this information available through whatever means they deem appropriate, including over the internet, by email upon request, or through in-person visits.

GF Credit 9: Committee on Shareholder Responsibility

Institution must have a formally established and active body that makes recommendations to the Board of Trustees or sub-committee thereof on proxy voting and investment screening. The body should include students, faculty, and staff.

GF Credit 10: Proactive Sustainability Investments

Institution must invest a portion of its endowment in a sustainability-focused fund such as a renewable energy investment fund or a community development financial institution. Investment in a socially responsible mutual fund with "positive screens" is sufficient to earn this point. Investment in a socially responsible mutual fund with "negative screens" is not sufficient. There is no minimum proportion of the endowment that must be invested proactively to earn this point.

GF Credit 11: Investment Screening

Institution must have had an endowment-wide investment screen motivated by social and/or environmental concerns in place sometime within the last three years. This could take the form of a permanent proscription of investment in a particular industry (e.g. tobacco or weapons manufacturing), or participation in a divestment effort (e.g. companies operating in apartheid South Africa).

B. Social Responsibility and Community Engagement

SERVICE

SC Credit 1: Community Service Coordinator

Institution must employ a community service coordinator or other position dedicated to coordinating community service, service-learning, and/or civic engagement activities and programs. The position may be full- or part-time but must have permanent funding.

SC Credit 2: Student Community Service

Percentage of student body that that participated in unpaid community service activities through the institution, including both credit and non-credit service. Since institutions may have few ways of tracking independent community service, and the focus is on the institution's efforts, service activities that students engage in independently are not counted.

- a) >20% (1pt)
- b) >40% (2pts)
- c) >60% (3pts)
- d) >80% (4pts)
- e) 100% (5pts)

SC Credit 3: Community Service in Job Descriptions

Institution must include community service as a line item in faculty and staff job descriptions. Granting release time to engage in community service, counting community service in tenure and promotion evaluations, or including community service outcomes in performance and work plans are all examples of ways to obtain this credit.

SC Credit 4: Work Study and Community Service

Institution must use at least 25% of federal work-study funds (or equivalent) for community service jobs, as defined by federal government, which requires 5%.

SC Credit 5: Work Study and Community Service – Trend

Institution must have a 3-year upward trend in the percentage of federal work-study funds (or equivalent) used for community service jobs, as defined by federal government.

DIVERSITY**SC Credit 6: Diversity committee**

Institution must have a formal diversity committee, council, taskforce, team, or other body with representation from students, staff, and faculty that meets routinely on an ongoing basis and advises on and implements policies and programs related to diversity on campus.

SC Credit 7: Diversity officer

Institution must employ a full-time, dedicated diversity officer with permanent funding.

SC Credit 8: Admissions Diversity

Institution must promote diversity in its admissions practices. The institution must highlight diversity in admissions activities and promotional efforts, and must demonstrate active recruitment efforts in traditionally under-represented populations through outreach, scholarships, and similar means.

SC Credit 9: URG Graduation Rate - Trend

Institution must have a 3-year upward trend in the graduation rate for students from underrepresented racial and ethnic groups.

SC Credit 10: Faculty Racial and Ethnic Diversity - Trend

Institution must have a 3-year upward trend in the proportion of faculty staff from underrepresented racial and ethnic groups.

SC Credit 11: Faculty Gender Diversity - Trend

Institution must have a 3-year upward trend in the proportion of women faculty.

SC Credit 12: Administrator Racial and Ethnic Diversity - Trend

Institution must have a 3-year upward trend in the proportion deans, directors, department chairs, and above from underrepresented racial and ethnic groups.

SC Credit 13: Administrator Gender Diversity - Trend

Institution must have a 3-year upward trend in the proportion deans, directors, department chairs, and above who are women.

SC Credit 14: Departmental Diversity Plans

Institution must require all departments (including both academic and non-academic) to have a diversity plan in place, and must use adherence to the plan as an assessment criterion.

SC Credit 15: Non-Discrimination Statement

Institution must have a comprehensive non-discrimination statement that prohibits discrimination against individuals on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, medical condition (cancer-related or genetic characteristics), pregnancy, parental status, marital status, and veteran status.

SC Credit 16: Benefits for Domestic Partners

Institution must offer benefits to employee domestic partners equivalent to those offered to employee spouses.

FAIR LABOR PRACTICES**SC Credit 17: Fair Labor Code of Conduct**

Institution must have adopted of a code of conduct requiring fair labor standards by trademark licensees, and must participate in a basic monitoring body (e.g. Fair Labor Association) to enforce the code.

SC Credit 18: Independent Monitoring of Logo Apparel

Institution must be a member in an organization that conducts *independent* monitoring and verification to ensure that products bearing the institution's name or logo are produced under fair conditions (e.g. the Workers Rights Consortium). The Fair Labor Association is not considered independent, and membership in the FLA is thus not sufficient to receive this point.

SC Credit 19: Designated Suppliers Program

Institution must have made a commitment to participate in the Workers Rights Consortium's Designated Supplier Program. This requires university licensees produce a certain percentage of their university licensed apparel in factories that have been verified as allowing workers a right to organize and paying a wage that meets basic needs.

SC Credit 20: Living Wage - Staff

Institution must provide a living wage for all employees. HUD income guidelines should be used as the basis for computing the Living Wage.

SC Credit 21: Living Wage - Contractors

Institution must have a policy requiring all subcontractors to pay their employees who work on the institution's campus a living wage.

SC Credit 22: Healthcare Benefits

Institution must provide healthcare benefits to all full-time employees as well as part-time employees working more than 50 percent FTE.

SC Credit 23: Graduate Student Employee Benefits

Graduate student employees (e.g GRAs, TAs ,etc) must be provided with health insurance benefits including maternity leave equivalent to those available to faculty and staff.

SC Credit 24: URG Pay Equity

Institution must provide equal pay for equal work. That is, the institution must pay women and minorities in all pay grades, on average, the same pay as white males.

SC Credit 25: Workforce Well-being

Institution must abide by a policy on workforce well-being, or demonstrate a commitment to workforce well-being in a major guiding document. [College and University Professional Association for Human Resources (CUPA-HR) can help in further defining the requirements for earning this credit.]

AFFORDABILITY AND SOCIAL MOBILITY**SC Credit 26: Social Mobility – Trend**

Institution must have a 3-year upward trend in the percentage of its student body which comes from families in which neither of the parents have a college degree. Alternatively, institution must have a 3-year upward trend in percentage of its student body which comes from families classified as "low-income" by the US Department of Housing and Urban Development or equivalent.

SC Credit 27: Affordability – Trend

The institution's ratio of growth in financial aid to growth in tuition over a 3 year period must be greater than 1. Institutions that don't charge tuition automatically get this point.

C. Education & Research**ER Prerequisite 1: Sustainability Definition**

Institution must have formally adopted a definition of sustainability as it relates to the institution's teaching and research. The definition should be specific enough to enable the classification of courses and research initiatives as "sustainability-focused." The definition must reflect social, economic, and environmental dimensions of sustainability.

CURRICULUM

ER Credit 1: Graduation Requirement

Institution must require all students to fulfill a sustainability-focused distribution requirement as a prerequisite for graduation. All students must take the same course or they can choose from a menu of sustainability-focused courses to receive this credit.

ER Credit 2: Course Offering – Trend

Institution must demonstrate a 3-year upward trend in the percentage of sustainability-focused courses offered. To count in this calculation, the course must have been offered within the past 3 years.

ER Credit 3: Student Exposure to Sustainability – Trend

Institution must demonstrate a 3-year upward trend in the percentage of students enrolled in one or more sustainability-focused course.

ER Credit 4: Course Development Incentives

Institution has incentives or programs to encourage faculty to make sustainability a focus of their courses. These could include faculty development curriculum workshops, grants, and release time.

ER Credit 5: Course Designation

Institution must use a special designation (letter or symbol) in course catalog (and online equivalent) to identify sustainability-focused courses.

ER Credit 6: Academic Program or Department

Institution must offer at least one inter-disciplinary program or department that has "sustainability," "sustainable," or equivalent (as defined in ER Prereq 1) in its name and focuses broadly on the social, environmental and economic components of sustainability. Program or department names, descriptions, and URLs must be provided.

ER Credit 7: Tenure, Promotion, and Hiring

At least one of the institution's academic units must base tenure, promotion and hiring decisions, in part, on an examination of the faculty's teaching, research, and service related to sustainability content as defined in ER Prereq 1.

RESEARCH CONTENT

ER Credit 8: Funded Research – Trend

Institution must demonstrate a 3-year upward trend in percentage of external research dollars devoted to sustainability-focused research.

ER Credit 9: Internal Research Grant – Trend

Institution must demonstrate a 3-year upward trend in percentage of internal research dollars devoted to sustainability-focused research.

ER Credit 10: Research Center

Institution must have at least one research-oriented center focused on sustainability, consistent with the campus definition of sustainability.

ER Credit 11: Research Incentives

Institution must have incentives or programs to encourage faculty to make sustainability a focus of their research. Includes fellowships, financial support, and faculty development workshops.

INFORMAL EDUCATION

ER Credit 12: Student Organization

Institution must have at least one active student organization focused on sustainability (must include social and environmental components). May include ad hoc efforts that have been active for at least a year.

ER Credit 13: Student Sustainability Outreach Program

Institution must have at least one student-led sustainability outreach and education program similar to the Eco-Reps program.

LITERACY**ER Credit 14: Sustainability Learning Goal**

Institution must adopt "sustainability-literacy" or an equivalent concept that reflect social, economic, and environmental dimensions of sustainability as an institution-wide learning goal.

ER Credit 15: Sustainability Literacy Survey – Baseline

Institution must have conducted a sustainability literacy survey covering representative sample of the student body within the previous 3 years.

ER Credit 16: Sustainability Literacy Survey – Phased

Institution must have conducted an institution-wide sustainability literacy survey of 1st-year cohort at years 1 and 4 regularly.

ER Credit 17: Sustainability Literacy Survey – Threshold

Institution must demonstrate a 10 percent improvement in sustainability literacy of a representative cohort of students over a four year period.

ER Credit 18: Sustainability Literacy Survey – Trend

Institution must demonstrate a 3-year upward trend in difference between year 1 and year 4 average scores on the sustainability literacy survey.

D. Operations**OP Prerequisite 1: Recycling program**

Institution must provide facilities for recycling of all materials that are collected within the local jurisdiction. Recycling receptacles must be located in all occupied buildings.

OP Prerequisite 2: Environmental, Health and Safety Regulatory Compliance

Institution must be in compliance with all applicable environmental, health, and safety regulations. If at any time an institution is found to be out of compliance with such regulations, it loses its right to refer to its rating under the STARS system until it comes back into compliance.

PLANNING AND DEVELOPMENT**OP Credit 1: Campus Master Plan**

Institution must demonstrate a commitment to sustainability or environmental stewardship in its campus master plan (and separate landscape master plan, if applicable). Sustainability or environmental stewardship must be incorporated as a high-level goal, principle, value, or equivalent; a minor reference to sustainability in the master plan is not sufficient to earn this credit.

OP Credit 2: Campus Design Specifications

Institution must include a LEED Silver (or equivalent) requirement in campus design specifications or a stand-alone green building policy for all new construction and major renovations. "Equivalent" means that LEED requirements are embedded in the campus building standards and/or included by reference in projects' construction specifications in appropriate CSI sections, and submittal compliance is enforced by the project owner prior to final payment to construction professionals. Submittals thus obtained are cataloged and confirmed by the project owner's project manager, compiled according to the LEED format, affirmed by the project manager as complete and adequate, and retained for public access for ten years.

OP Credit 3: LEED-EB Trend

Institution must demonstrate a 3-year upward trend in percentage of building square footage that meets or exceeds the LEED-EB "Certified" standards.

OP Credit 4: LEED-CI Trend

Institution must demonstrate a 3-year upward trend in percentage of building square footage that meets or exceeds the LEED-CI "Certified" standards.

PURCHASING**OP Credit 5: Environmentally Preferable Purchasing**

Institution must have adopted a campus-wide environmentally preferable purchasing plan that is consistent with EPA, the Responsible Purchasing Network (RPN) the Green Guardian Responsible Purchasing Guide, and/or North American Green Purchasing Initiative (NAGPI) guidance.

OP Credit 6: Environmentally Preferable Purchasing – Trend

Institution must demonstrate a 3-year upward trend in percent of all centralized expenditures on goods and services that are spent on environmentally preferable goods and services as defined in the environmentally preferable purchasing plan.

OP Credit 7: Sustainable Food Purchasing

Institution (or its dining services contractor) must spend a specified percentage of its food expenditures on local, organic, or otherwise environmentally and socially preferable food products (including Fair Trade, Food Alliance, etc).

- a) > 10% (1 pts)
- b) > 30% (2 pts)
- c) > 60% (3 pts)
- d) 100% (4 pts)

OP Credit 8: Non-meat Dining Options

Institution must offer a vegan and vegetarian entree option for every meal served in campus dining halls served to students under a meal plan. The provision of a salad bar alone is not sufficient to earn this point.

OP Credit 9: Green Seal Procurement

Institution must purchase only Green Seal (or equivalent) certified products in all product categories for which Green Seal certification (or equivalent) exists.

OP Credit 10: ENERGY STAR Procurement

Institution must purchase only ENERGY STAR certified (or equivalent) electronics in all product categories for which ENERGY STAR certification exists.

OP Credit 11: EPEAT Procurement

All computers and other eligible electronics purchased by the institution must be registered at the "Bronze level" or higher of EPEAT, the Electronic Product Environmental Assessment Tool.

OP Credit 12: Environmentally Preferable Paper

All fine paper paper purchased centrally must be: at least 50% post-consumer recycled content, tree-free, or FSC certified. All bathroom paper products must be 100% post-consumer recycled content.

ENERGY AND CLIMATE**OP Credit 13: Energy Intensity – Trend**

Institution must demonstrate a 3-year downward trend in total BTU (electricity plus temperature control) per conditioned square foot per capita.

- a) > 0% reduction/yr (1pt)
- b) > 1%/yr (2pts)
- c) > 2%/yr (3pts)
- d) > 3%/yr (4pts)
- e) > 4%/yr (5pts)

OP Credit 14: Renewable Electricity Consumption

Institution must derive a specified percentage of its total electricity consumption from renewable electricity sources (not including large-scale hydro and nuclear) or compensate for fossil-fuel derived electricity use by purchasing Green-e certified renewable energy credits (RECs).

- a) > 20% (1 pts)
- b) > 40% (2 pts)
- c) > 60% (3 pts)
- d) > 80% (4 pts)
- e) 100% (5 pts)

OP Credit 15: Renewable Energy Consumption

Institution must derive a specified percentage of its total heating and cooling load directly from renewable sources. Renewable sources are defined to include solar thermal, geothermal, biomass, biogas, and renewably-derived hydrogen.

- a) > 20% (1 pts)
- b) > 40% (2 pts)
- c) > 60% (3 pts)
- d) > 80% (4 pts)
- e) 100% (5 pts)

OP Credit 16: GHG Emission Reductions

Institution must achieve absolute reductions in its Scope 1 and Scope 2 greenhouse gas emissions from FY2005/2006 baseline. Purchasing carbon offsets counts toward earning this point. . .

- a) > 10% (1pt)
- b) > 25% (2pts)
- c) > 50% (3pts)
- d) > 75% (4pts)
- e) 100% (5pts)

MATERIALS AND RECYCLING**OP Credit 17: Waste Minimization – Trend**

Institution must demonstrate a 3-year downward trend in total waste production (recyclables + trash) per capita.

OP Credit 18: Waste Diversion Rate – Trend

Institution must demonstrate a 3-year upward trend in its recycling diversion rate (recyclables / (recyclables + trash))

OP Credit 19: Paper Consumption – Trend

Institution must demonstrate a 3-year downward trend in copy and printer paper consumption per capita (measured in reams per capita).

TRANSPORTATION**OP Credit 20: Fleet GHG Emissions – Trend**

Institution must demonstrate a 3-year downward trend in greenhouse gas emissions from its campus fleet.

OP Credit 21: Alternative Transportation

Specified percentages of the institution's faculty, staff, and students must walk, bike, carpool, or take public transportation to campus as their primary mode. Primary is defined as a majority of daily trips.

- a) > 25% (1 pts)
- b) > 50% (2 pts)
- c) > 75% (3 pts)
- d) 100% (4 pts)

OP Credit 22: Commuter Options

Institution must be designated as a Best Workplaces for Commuters (or equivalent).

WATER AND LANDSCAPE MANAGEMENT

OP Credit 23: Potable Water Consumption Trend

Institution must demonstrate 3-year downward trend in absolute (not normalized) potable water consumption.

OP Credit 24: Irrigation Water Consumption Trend

Institution must demonstrate 3-year downward trend in water used for irrigation/landscaping. Alternatively, the institution may earn this point if 100% of the water use for irrigation/landscaping is permitted water reuse (i.e. greywater).

OP Credit 25: Organic Campus

Institution must use only Organic Materials Review Institute (OMRI) listed pesticides and fertilizers on campus.

OP Credit 26: Stormwater Management

Institution must mitigate at least 50% of the annual stormwater falling on the campus.

POSSIBLE TIER TWO INDICATORS:

Governance & Finance

1. Alumni sustainability fund
2. Alumni sustainability network
3. Part-time, sustainability staff position
4. Student government position focused on sustainability (e.g. environmental affairs commissioner)
5. Payroll deduction option for campus sustainability projects
6. Internal sustainability awards program
7. Campus sustainability plan
8. Signatory to Talloires Declaration
9. Institutional membership in organization(s) focused on sustainability in higher education
10. Website describing the institution's sustainability practices
11. Employee assistance programs
12. Conflict resolution programs
13. Wellness programming, e.g., team walking competitions smoking cessation, nutrition, etc.
14. Employee recognition programs and activities
15. Discounts or subsidies for employees to take courses for career advancement or personal growth
16. Flexible work arrangements
17. "Social Choice Option" for donations to the endowment
18. Socially responsible investment option within retirement program
19. Campus sustainability assessment
20. Talloires Declaration

Student Life and Campus Culture

21. Sustainability competitions between residence halls, buildings, or departments
22. Sustainability themed housing
23. Student run sustainable cafe
24. Organic farm or garden on campus
25. Sustainability pledges (e.g. Graduation Pledge or Harvard Campus Sustainability Pledge)
26. Model dorm room (e.g. ENERGY STAR Showcase Dorm Room)
Sustainability training for resident advisors
27. Inclusion of sustainability in student orientation
28. Inclusion of sustainability in staff and faculty orientation
29. Student publication focused on sustainability
30. Dedicated space in student newspaper
31. Major campus events related to sustainability (conferences, symposia, etc.)
32. Campus sustainability map or tour

Operations

33. Integrated pest management
34. Landscaping with native plant species
35. Habitat protection, restoration, or creation on campus
36. Inventory and mapping of campus landscape assets like trees
37. Vegetated or "green" roofs
38. Pervious paving systems
39. Vegetated areas designed to filter and/or promote infiltration of stormwater runoff (e.g. bioswales or rain gardens)
40. Rainwater collection and reuse
41. Use of four-stroke instead of two-stroke engines for landscaping equipment (e.g. line trimmers and leaf blowers)
42. Use of biofuels in landscaping equipment (e.g. ethanol, waste vegetable oil, biodiesel)
43. Light pollution reduction strategies
44. Pre-consumer food waste composting
45. Post-consumer food waste composting
46. Yard waste composting

Social Responsibility and Community Engagement

47. Diversity and gender training programs
48. Sexual violence prevention programs (e.g. Take Back the Night)
49. Provision of counseling specifically for members of URGs
50. Provision of English as a Second Language (ESL) resources for non-native English speaking staff
51. Multicultural educational programs
52. Inclusion of service work on student transcripts
53. Institution-wide community service requirement for graduation
54. Service-related break programming (e.g. Alternative Breaks)
55. Community service events in which everyone on campus is encouraged to participate (e.g. river clean-ups)
56. Maternity leave for graduate students
57. Paternity leave
58. On-site child care
59. Graduate Student Employee Benefits
60. Diversity plans required for new contractors who work on campus
61. Code of Conduct for contractors

Sustainability Staff

62. Sustainability communications, outreach, or education coordinator.
63. Recycling manager
64. Energy manager
65. Alternative transportation coordinator
66. Sustainable food or procurement coordinator
67. Social and environmental justice coordinator