

Sustainability Tracking, Assessment & Rating System (STARS)

for Colleges and Universities

Guide to Pilot Phase One

February, 2008

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





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

213 ½ N. Limestone, Lexington, KY 40507 • Phone: (859) 402-9272 • www.aashe.org

Table of Contents

Contents	Page
Welcome note	1
STARS Overview	
<i>Understanding Sustainability</i>	2
<i>STARS History and Future Plans</i>	4
STARS Pilot Instructions	
Feedback	5
Reporting Process	6
<i>Institutional Boundaries</i>	6
<i>How STARS Calculates 'Per Capita'</i>	6
<i>How STARS Calculates Trends</i>	7
<i>Timeframe for Reporting</i>	7
<i>Applicability</i>	7
<i>Introductory Institutional Information</i>	7
STARS Summary Scorecard	9
Credits	
<i>Operations</i>	
Prerequisite	11
Buildings	12
Dining Services	16
Energy and Climate	20
Grounds	25
Materials, Recycling, and Waste Minimization	27
Purchasing	31
Transportation	37
<i>Administration and Finance</i>	
Prerequisite	41
Investment	42
Planning	46
Sustainability Infrastructure	49
Appendix A: Institutions Participating in the Pilot Project	51
Appendix B: Strategic Advisory Committee Members	53
Appendix C: Technical Advisory Committee Members	54
Appendix D: Schedule of Conference Calls	57

February 4, 2008

Dear STARS Pilot Project Participants,

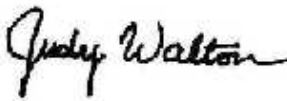
Thank you for your participation in the pilot version of AASHE's Sustainability Tracking, Assessment & Rating System (STARS) for higher education! We're thrilled to have your involvement. We hope you and your institution will benefit from the early experience with the rating system, the opportunities to shape version 1.0, and recognition in STARS publicity materials.

Feedback about your experience using STARS will be critically important to ensuring a high-quality final product that will be applicable and useful to higher education institutions of all types. We appreciate your participation very much and welcome all comments.

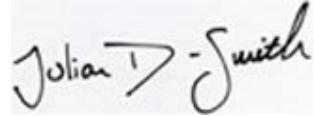
We look forward to working with you during the pilot phase.

Toward Sustainability,

The STARS Steering Committee



Judy Walton, Acting Executive Director, AASHE



Julian Dautremont-Smith, Associate Director, AASHE



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

STARS Overview

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

- Provide a guide for advancing sustainability in all sectors of higher education, from education and research to operations and administration.
- Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community and promote a comprehensive understanding of sustainability that includes its social, economic and environmental dimensions.

In addition, schools may be able to receive marketing benefits from achieving a good rating, and prospective students will be able to use the STARS ratings in deciding which school to attend. It is our hope that all of this will help accelerate movement toward sustainability by higher education.

STARS credits are arranged into three categories: 1) Education and Research, 2) Operations, and 3) Administration and Finance. STARS Pilot Phase One covers the Operations section and about half of the Administration and Finance section. STARS Pilot Phase Two will be released in fall 2008 and will cover Education and Research and the remaining portion of the Administration and Finance section.

STARS is comprised of two types of credits.

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

Phase One of the Pilot version of STARS includes only Tier One credits; Tier Two credits will be covered in Phase Two.

AASHE expects that STARS 1.0 will include a process for rewarding innovative sustainability practices not covered among existing credits.

Understanding Sustainability

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

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

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

- *the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and*

- *the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.*
2. *Thus the goals of economic and social development must be defined in terms of sustainability in all countries - developed or developing, market-oriented or centrally planned. [...]*
3. *Development involves a progressive transformation of economy and society. A development path that is sustainable in a physical sense could theoretically be pursued even in a rigid social and political setting. But physical sustainability cannot be secured unless development policies pay attention to such considerations as changes in access to resources and in the distribution of costs and benefits. Even the narrow notion of physical sustainability implies a concern for social equity between generations, a concern that must logically be extended to equity within each generation.*

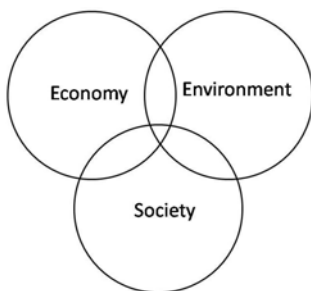
The interconnectedness and interdependence of the social, environmental, and economic components of sustainability are included throughout *Our Common Future*. The Brundtland Commission writes, “our inability to promote the common interest in sustainable development is often a product of the relative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

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

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

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

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



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

STARS History and Future Plans

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

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

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

AASHE spent several months processing all of the feedback to develop Phase One of the STARS Pilot Project. This phase covers the Operations section and about half of the Administration and Finance section. STARS Pilot Phase Two will be released in early fall 2008 and will cover Education and Research and the remaining portion of the Administration and Finance section. In addition, Phase Two will cover Tier Two credits for all three sections. The version of STARS presented during the Pilot Phase is still a work in progress. AASHE expects that the feedback received during the pilot phase will significantly shape the 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.

In spring 2008, during Pilot Phase One, AASHE will release STARS 0.5. AASHE will conduct another round of soliciting feedback from conference attendees, technical experts, and other community members to further refine the credits.

AASHE plans to release STARS 1.0 in spring 2009. STARS 1.0 will be the first version to allow campuses to achieve a sustainability score.

STARS Pilot Instructions

STARS is intended to encompass 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. Therefore, institutions should not get discouraged if they do not qualify for certain credits as they are currently written. There are some points that few, if any, institutions will achieve this year. Also, the thresholds assigned to credits, or the credits themselves, may need to be modified. The data and insight provided by institutions participating in the pilot version of STARS are crucial to determining how to evaluate the credits moving forward.

AASHE will not assign any ratings during the pilot period. When STARS 1.0 is introduced in spring 2009, institutions will be able to achieve an overall sustainability rating based on the number of points they receive.

There is one “prerequisite” each for the Operations and Administration and Finance Sections. If institutions participating in the pilot do not meet the prerequisites, they should still continue with the rest of the credits in each section. In other words, these are not prerequisites for purposes of the pilot project. When STARS 1.0 is released, however, institutions must meet the prerequisites in order to achieve an overall rating.

Feedback

The feedback from institutions participating in the pilot phase will be crucial to the success and strength of STARS. In addition to general feedback about institutions’ experiences using STARS, AASHE will have two formal ways to gather input.

Participants in the pilot process are expected to provide feedback on STARS as a whole. In addition, the following short set of questions will accompany each credit:

1. If you did not attempt this credit, please select a reason why. (Options: Not applicable, Data unavailable, Too difficult to measure, Unable to achieve at this time, Other).
2. How difficult was it to obtain the information necessary to complete this credit? (Very difficult, moderately difficult, not difficult, easy)
3. Would you recommend 1) maintaining this credit as it is, 2) changing it slightly, 3) changing it significantly, or 4) eliminating the credit from STARS?
4. How would you suggest AASHE change the credit to improve it? If you think AASHE should eliminate the credit, please explain why.
5. Please describe any circumstances unique to your institution that may have affected your ability to obtain the credit.

During the pilot period, AASHE will conduct a series of focused conference calls, one for each subcategory. These calls will allow participants to ask questions about the credits, share strategies for gathering data, and resolve any outstanding issues. Calls will be conducted in the order of the subcategories in this document. A schedule of calls is listed in Appendix D.

Reporting Process

Reporting will be conducted online through AASHE's website. The online reporting tool will be available by March 2008.

In order to maintain active participation, pilot institutions are expected to submit the form with their responses to date at least every two months. The pilot period will end on December 31, 2008. All completed forms will be due no later than that day.

Institutions are encouraged to answer the set of questions and submit all available data for each credit, even if they do not qualify for the credit as it is written. The information provided by pilot participants will be extremely helpful in shaping future versions of STARS.

Please note: all information reported during the pilot period will be kept confidential.

As mentioned previously, STARS is a work in progress. Most likely, several of the credits included in Phase One of the pilot version of STARS will be revised before being included in STARS 1.0. The documentation section for some credits requests information that may not appear to be directly applicable to the credit as it is written. This is because the supplemental data collected will inform AASHE's understanding of the credit when refining it for future versions of STARS.

Institutional Boundaries

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

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

How STARS Calculates 'Per Capita'

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

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

STARS takes this approach in order to avoid unfairly penalizing institutions with a large percentage of students who live on campus. The adjustment accounts for the fact that on-campus residents use more of the institution's water and energy and will generate more waste, for example, than students who live off campus. Likewise, part-time students and employees will likely have a smaller impact than their full-time counterparts. For similar reasons, the same formula is used in RecycleMania, a friendly competition among colleges and universities to reduce waste and increase recycling.

How STARS Calculates Trends

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

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

Timeframe for Reporting

For the pilot project, data submitted should be for the previous academic year, which must be a consecutive 12-month period. The same time period must be used for each credit.

Applicability

Some credits may not apply to all institutions. For example, the Dining Services credits do not apply to institutions without in-house or contracted catering services or residential dining halls. When STARS 1.0 is released, 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. During the pilot process, institutions may simply omit such credits, and note the reason on their report forms.

Introductory Institutional Information

Before submitting information or data for any credits, participants will first submit background information about the institution. The introductory institutional information section requests the following:

- Institution Name
- Institution Address
- Name of Primary Campus Contact Person
- Contact Information for Primary Contact Person
- Boundaries of Measured Data
- Primary Timeframe of Measured Data
- Population (for each of the past three years)
 - Total Enrollment
 - Residential Students
 - Full-time Commuter Students
 - Part-time Commuter Students
 - Full-time Faculty
 - Part-time Faculty
 - Full-time Staff
 - Part-time Staff
- Facilities Infrastructure (for each of the past three years)
 - Age of Institution

- Age of Physical Plant
- Campus Size (acres)
- Percentage of Campus that is Paved/Developed
- Total Campus Conditioned Building Area (gross square feet)
- Lab Space (gross square feet)
- Medical/Clinical Space (gross square feet)
- Financial Information
 - Operating Budget
 - Endowment
 - Total Research Expenditures
- Sustainability Funding
 - Administration-allocated Funding for Sustainability Officer, Office, or Committee
 - Discretionary Funding for Sustainability Officer, Office, or Committee
 - Student Fees Allocated to Sustainability Office, Officer, or Committee
 - Sustainability Revolving Loan Fund Value
- Carnegie Classification (Basic)

STARS Summary Scorecard

This scorecard lists the credits included in Phase One of the STARS Pilot. Institutions will not receive an overall sustainability rating during the Pilot Period.

Section 1: Education and Research (ER)

Education and Research credits will be released in Phase Two of the Pilot Period

Section 2: Operations (OP)

Credit Number	Description	Possible Points	Yes	?	No
<i>Prerequisite 1</i>	Recycling Program	0			
Buildings					
<i>OP Credit 1</i>	New Construction, Renovations, and Commercial Interiors	4			
<i>OP Credit 2</i>	Building Operations and Maintenance	5			
<i>OP Credit 3</i>	Potable Non-Irrigation Water Consumption Trend	3			
<i>OP Credit 4</i>	Green Cleaning Service	1			
Dining Services					
<i>OP Credit 5</i>	Local Food	3			
<i>OP Credit 6</i>	Food Alliance and Organic Certified Food	3			
<i>OP Credit 7</i>	Fair Trade Coffee	1			
Energy and Climate					
<i>OP Credit 8</i>	Energy Intensity Trend	3			
<i>OP Credit 9</i>	Renewable Electricity	5			
<i>OP Credit 10</i>	On-Site Combustion with Renewable Fuel	3			
<i>OP Credit 11</i>	Greenhouse Gas Emissions Reductions	5			
Grounds					
<i>OP Credit 12</i>	Organic Campus	1			
<i>OP Credit 13</i>	Irrigation Water Consumption	2			
Materials, Recycling, and Waste Minimization					
<i>OP Credit 14</i>	Waste Minimization	1			
<i>OP Credit 15</i>	Waste Diversion	3			
<i>OP Credit 16</i>	Construction and Demolition Waste Diversion	1			
<i>OP Credit 17</i>	Electronic Waste Recycling Program	1			

OP Credit 18	Hazardous Waste Minimization	1			
Purchasing					
OP Credit 19	ENERGY STAR Purchasing	1			
OP Credit 20	EPEAT Purchasing	1			
OP Credit 21	Purchasing Green Cleaning Products	1			
OP Credit 22	Environmentally Preferable Paper Purchasing	1			
OP Credit 23	Environmentally Preferable Furniture Purchasing	1			
OP Credit 24	Vendor Code of Conduct	1			
Transportation					
OP Credit 25	Fleet Greenhouse Gas Emissions	2			
OP Credit 26	Commute Modal Split	3			
OP Credit 27	Commuter Options	1			
OP Credit 28	Air Travel	1			

Section 3: Administration and Finance					
Credit Number	Credit	Possible Points	Yes	?	No
<i>Prerequisite 1</i>	Sustainability Committee	0			
Investment					
<i>AF Credit 1</i>	Investment Transparency	1			
<i>AF Credit 2</i>	Committee on Investor Responsibility	1			
<i>AF Credit 3</i>	Screening for Negative Investments	1			
<i>AF Credit 4</i>	Positive Sustainability Investments	4			
<i>AF Credit 5</i>	Shareholder Engagement	1			
Planning					
<i>AF Credit 6</i>	Strategic Plan	1			
<i>AF Credit 7</i>	Master Plan	1			
<i>AF Credit 8</i>	Sustainability Plan	1			
<i>AF Credit 9</i>	Climate Plan	1			
Sustainability Infrastructure					
<i>AF Credit 10</i>	Sustainability Officer	3			
<i>AF Credit 11</i>	Sustainability Recognition Program	1			
<i>Additional credits will be added to the Administration and Finance section during Phase Two of the Pilot Period</i>					

Operations Credits

OP Prerequisite 1: Recycling Program

Criteria

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

Documentation

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

- A brief description of institution's recycling program, including a list of materials collected.
- The URL for the institution's recycling program, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

Buildings

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

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

Criteria

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

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

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

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

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

Documentation

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

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

- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

OP Credit 2: Building Operations and Maintenance

Criteria

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

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

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

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

Documentation

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

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

Guidance

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

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

OP Credit 3: Potable Non-Irrigation Water Consumption Trend

Criteria

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

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

Documentation

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

- The amount of potable non-irrigation water that the institution consumed in 2000-01, in gallons
- The amount of potable non-irrigation water that the institution consumed in the previous year,

- in gallons
- The total floor area in gross square feet in 2000-01
- A brief description of policies, practices, and programs that the institution has implemented to reduce potable, non-irrigation water consumption
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

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

OP Credit 4: Green Cleaning Service

Criteria

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

Documentation

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

- Date of Green Seal certification, if applicable
- Documentation indicating that the cleaning service meets the Green Seal criteria
- A brief description of how the institution ensures compliance with Green Seal's standards
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

Dining Services

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

OP Credit 5: Local Food

Criteria

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

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

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

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

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

Documentation

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

- The name of the contracted dining services provider, if applicable
- The USDA Plant Hardiness Zone where the institution is located
- Total food expenditures for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on local* food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on local food that is also certified organic
- Total expenditures on local food that is also Food Alliance certified
- A brief description of policies and programs institution has implemented to increase local food procurement
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 6: Food Alliance and Organic Certified Food

Criteria

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

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

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

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

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

Documentation

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

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

- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

OP Credit 7: Fair Trade Certified Coffee

Criteria

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

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

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

Documentation

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

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

Guidance

This credit recognizes institutions that are buying Fair Trade Certified coffee. Fair Trade Certification, which is conducted by third-party organizations, is based on fair prices and working conditions for farmers. Fair Trade Certification encourages community development, democratic and transparent

collaborations among farmers, and direct trade between producer groups. By purchasing Fair Trade Certified products, institutions can support economic development and help alleviate poverty in less-developed countries.

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

Energy and Climate

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

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

OP Credit 8: Reduction in Energy Intensity

Criteria

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

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

Documentation

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

- Total electricity consumed in each of the past 3 years
- Total BTU used for temperature in each of the past 3 years
- Gross square feet of conditioned floor space
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 9: Renewable Electricity

Criteria

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

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

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

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

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

Documentation

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

- The total electricity in kilowatt-hours (kWh) institution consumed in each of previous three years
- The total electricity (in kWh) generated from on-site renewable sources in each of previous three years
- A brief description of the on-site renewable energy generating devices
- The total electricity (in kWh) generated from institution-catalyzed* renewable energy sources in each of previous three years
- A brief description of the institution-catalyzed renewable energy sources
- The total amount (in kWh) of Green-e certified or equivalent electricity purchased in each of previous three years
- A brief description of electricity purchased from off-site renewable sources

- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

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

The Green-e Renewable Energy Certification Program is the leading voluntary certification and verification program in the United States for renewable energy products. Green-e certification intends to make sure that these products meet environmental and consumer protection standards.

OP Credit 10: On-Site Combustion with Renewable Fuel

Criteria

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

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

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

Documentation

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

- Total BTUs of energy for heating and cooling from on-site combustion from all sources
- Total BTUs of energy generated for heating and cooling from on-site renewable sources
- A brief description of renewable energy sources used for on-site combustion for heating and

- cooling
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

OP Credit 11: Greenhouse Gas Emissions Reduction

Criteria

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

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

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

Documentation

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

- The total GHG emissions during the 2005-06 academic year (the baseline)
- The total GHG emissions during the previous academic year
- The total amount of carbon offsets purchased during the performance period and a brief narrative description of the purchased carbon offsets
- A brief description of actions the institution has taken to reduce its greenhouse gas emissions
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

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

Scope 1 refers to an institution's direct GHG emissions, such as the emissions from on-site fuel combustion. Scope 2 refers to emissions generated off-site in the production of energy that the institution purchases. This primarily means electricity but can also include steam and chilled water.

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

Grounds

This section seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in all regions while using water wisely and without the use of harmful chemicals.

OP Credit 12: Organic Campus

Criteria

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

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

Documentation

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

- The size of maintained grounds, in acres
- The URL where the organic campus policy is posted, if applicable
- A brief description of landscaping and pest-management strategies
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 13: Non-potable Water Usage for Irrigation

Criteria

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

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

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

Documentation

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

- The volume of potable water used for irrigation, in acre feet
- The volume of non-potable water used for irrigation, in acre feet, by source (e.g., reclaimed

- water, harvested rainwater, gray water)
- A brief description of policies, strategies, and technologies in place to reduce potable water usage for irrigation
 - A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
 - The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

Materials, Recycling, and Waste Minimization

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

OP Credit 14: Waste Minimization

Criteria

Institution demonstrates a three-year downward trend in waste generated per capita. Total waste generation is measured by weight, and includes all materials recycled, composted, and disposed of as trash except construction, demolition, hazardous, universal and non-regulated chemical waste. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition.

Documentation

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

- The weight in pounds of materials recycled, composted, and disposed of as garbage for each year
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to waste minimization
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

OP Credit 15: Waste Diversion

Criteria

Institution achieves a specified landfill diversion rate.

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

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

For this credit, calculations do not include construction, demolition, hazardous, universal, and non-regulated chemical wastes. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition.

‘Materials diverted from the landfill or incinerator’ includes any solid waste that was destined for disposal in a municipal waste landfill or incinerator but was diverted by recycling, composting, donating, re-selling, or reusing. ‘Materials sent to landfill or incinerator’ includes any solid waste that was sent for disposal in a municipal waste landfill or incinerator.

Documentation

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

- The weight in pounds of materials recycled, composted, reused, donated, re-sold, or otherwise diverted
- The weight in pounds of materials disposed in a solid waste landfill or incinerator
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 16: Construction and Demolition Waste Diversion

Criteria

Institution diverts at least 75 percent of its non-hazardous construction and demolition waste from the landfill and/or incinerator. Soil and organic debris from excavating or clearing the site do not count for this credit. The diversion rate is calculated by dividing the weight or volume of materials recycled, donated, or otherwise recovered by the sum of the weight or volume of materials landfilled or incinerated and the weight of materials recycled, donated, or otherwise recovered.

Documentation

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

- The weight in pounds or volume in cubic yards of construction and demolition materials recycled, donated, or otherwise recovered
- The weight in pounds or volume in cubic yards of construction and demolition materials landfilled or incinerated
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge (*Not required during the pilot period*)

- Contact information for the responsible party (*Not required during the pilot period*)

Guidance

This credit recognizes institutions that have diverted at least 75 percent of their construction and demolition wastes. Construction and demolition is a significant source of waste that falls outside of an institution's standard waste stream and may be handled by a separate contractor or waste hauler. This credit is similar to the Materials and Recycling Credit 2.2: Construction Waste Management in the Leadership in Energy and Environmental Design (LEED) for New Construction rating system.

OP Credit 17: Electronic Waste Recycling Program

Criteria

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

Documentation

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

- The weight in pounds, volume in cubic yards, or number of electronic materials collected for reuse or recycling
- The destination(s) for collected materials
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other components of institution's e-waste program
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- Contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 18: Hazardous Waste Minimization

Criteria

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

Documentation

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

- The total pounds of chemical waste shipped to outside vendors, and whether or not the weight includes containers and packaging
- The total pounds of radioactive waste removed from institution
- The total pounds of biological/medical waste shipped to outside vendors
- A brief description of institution's hazardous waste disposal policies and activities

- The number of regulatory visits or audits from EPA, NRC, DOT, OSHA, and other federal regulatory agencies during the previous year
- The total number and cost of federal violations
- The number of regulatory visits or audits from state and local agencies during the previous academic year
- The total number and cost of state and local violations
- A brief description of policies, programs, and other initiatives institution has taken to reduce hazardous, universal, and unregulated chemical waste, and the impact of those initiatives
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- Contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

Purchasing

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

OP Credit 19: ENERGY STAR Purchasing

Criteria

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

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

Documentation

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

- The URL where the ENERGY STAR policy, or equivalent, is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the ENERGY STAR requirement, if available
- A brief description of steps institution has taken to ensure that it purchases only ENERGY STAR qualified or equivalent products when applicable
- The number of ENERGY STAR products institution purchased and dollars spent on ENERGY STAR products
- The institution's total expenditures
- The value of expenditures institution has a central mechanism for tracking
- The percentage of expenditures on products covered by ENERGY STAR that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 21: EPEAT Purchasing

Criteria

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

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

Documentation

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

- The URL where the EPEAT policy, or equivalent, is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the EPEAT requirement, if available
- A brief description of steps institution has taken to ensure that it purchases only EPEAT Silver or equivalent products when applicable
- The number of EPEAT products institution purchased and dollars spent on EPEAT Silver (or higher) products
- The percentage of expenditures on products covered by EPEAT that the institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing EPEAT Silver products or the equivalent, when applicable. EPEAT, which was developed by the Zero Waste Alliance with a grant from the U.S. Environmental Protection Agency, incorporates energy efficiency, the reduction and elimination of environmentally sensitive materials, materials selection, design for end-of-life, product longevity and life cycle extension, end-of-life management, corporate performance, and packaging characteristics of products into its evaluation criteria.

OP Credit 22: Purchasing Green Cleaning Products

Criteria

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

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

For cleaning products

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

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

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

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

Documentation

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

- The URL where the Green Seal, Environmental Choice, or equivalent policy is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the green cleaning product requirement, if available
- A copy or relevant sections of the cleaning and/or painting services contract(s), if applicable
- A brief description of steps institution has taken to ensure that it purchases only Green Seal, Environmental Choice, or equivalent cleaners and floor care products
- The percentage of expenditures on cleaning products that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

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

OP Credit 23: Environmentally Preferable Paper Purchasing

Criteria

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

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

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

Documentation

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

- The URL where the environmentally preferable paper policy is posted, if available
- Product information for centrally-tracked paper purchases
- A brief description of steps institution has taken to ensure that only environmentally preferable paper is being purchased
- The percentage of expenditures on paper that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

OP Credit 23: Environmentally Preferable Furniture Purchasing

Criteria

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

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

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

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

Documentation

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

- Total expenditures on environmentally preferable furniture, and the criterion or criteria the furniture meets
- Total furniture expenditures
- A brief description of categories of furniture purchased
- A brief description of programs, policies, or strategies to purchase environmentally preferable furniture
- The percentage of total furniture expenditures that are centrally tracked, if known
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

OP Credit 24: Vendor Code of Conduct

Criteria

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

Documentation

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

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

knowledge *(Not required during the pilot period)*

- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

Transportation

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

OP Credit 26: Fleet Greenhouse Gas Emissions

Criteria

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

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

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

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

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

Documentation

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

- The total number of passenger miles traveled by vehicles in the institution's fleet
- The greenhouse gas emissions from institution's fleet in pounds of CO₂e
- A brief description of institution's methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce its fleet emissions
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

This credit recognizes institutions that use cleaner fuels, fuel efficient vehicles, and/or multi-passenger

vehicles. Institutions can help shape markets by creating demand for more efficient vehicles and cleaner fuels. In addition, institutions can realize efficiencies by increasing the number of passengers per vehicle.

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

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

OP Credit 27: Commute Modal Split

Criteria

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

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

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

Documentation

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

- The percentage of institution's population walking, bicycling, or using other non-motorized means as their primary method of transportation
- The percentage of institution's population van or car pooling as their primary method of transportation
- The percentage of institution's population riding campus shuttle as their primary method of transportation
- The percentage of institution's population driving alone as their primary method of transportation
- The URL for institution's transportation sustainability website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

This credit recognizes institutions where a significant portion of the campus community uses preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system.

OP Credit 28: Commuter Options

Criteria

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

Documentation

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

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

Guidance

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

OP Credit 29: Air Travel

Criteria

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

Documentation

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

- The greenhouse gas emissions from air travel in pounds of CO₂ equivalent
- A brief description of institution's methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce emissions from air travel
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

sources, there are fewer comparable alternatives for air travel. This credit aims to foster creative solutions to reducing air travel emissions.

Administration and Finance Credits

AF Prerequisite 1: Sustainability Committee

Criteria

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

Documentation

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

- The charter or mission statement of the committee or a brief description of the committee's purview and activities
- The committee membership, including affiliations
- The committee meeting schedule
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

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

Investment

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

AF Credit 1: Investment Transparency

Criteria

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

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

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

Documentation

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

- The URL of the website where the information is available
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

AF Credit 2: Committee on Investor Responsibility

Criteria

Institution has a formally established and active body that makes recommendations to the Board of Trustees, or sub-committee thereof, on responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and other interested parties.

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

Documentation

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

- The charter or mission statement of the committee or a brief description of its purview and activities
- The membership of the committee, including affiliations
- The meeting schedule of the committee
- A summary of committee's activities or annual report
- The URL of committee's website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

AF Credit 3: Screening for Negative Investments

Criteria

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

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

Documentation

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

- The date of the most recent screening
- The industry or industries excluded from investments
- The divestment efforts in which school participated in the past three years
- A copy of letters sent to fund managers encouraging divestment or negative screening
- The value of holdings identified and sold due to the screen *(Optional)*
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

This credit recognizes schools that withhold investments from companies or industries that are particularly unsustainable. Divestment can be an important tool in safeguarding human rights,

protecting the environment, and promoting social responsibility. Similarly, screening enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behavior.

AF Credit 4: Positive Sustainability Investments

Criteria

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

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

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

Documentation

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

- The investment pool's total value
- The amount invested directly in sustainable industries and the names of the corresponding companies
- The amount invested in sustainability investment funds, including CDFIs, and the names of the funds
- The amount invested in positively screened mutual funds and names of the funds
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

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

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

AF Credit 5: Shareholder Engagement

Criteria

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

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

Documentation

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

- A copy of correspondence with the companies that was sent during the previous three academic years
- A copy of the relevant shareholder resolutions that were filed or co-filed during the previous three academic years
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

Planning

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

AF Credit 6: Strategic Plan

Criteria

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

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

Neither a master plan (which is covered in AF Credit 3) nor an independent sustainability plan (which is covered in AF Credit 4) counts for this credit.

Documentation

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

- The URL where the strategic plan (and amendment if applicable) is posted
- The date the strategic plan or amendment was adopted
- A brief description of how the strategic plan or amendment addresses the environmental, social, and economic dimensions of sustainability
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

AF Credit 7: Master Plan

Criteria

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

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

Neither a strategic plan (which is covered in AF Credit 2) nor an independent sustainability plan (which is covered in AF Credit 4) counts for this credit.

Documentation

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

- The URL where the master plan (and amendment if applicable) is posted
- The date the master plan or amendment was adopted
- A brief description of how the master plan or amendment includes sustainability
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

AF Credit 8: Sustainability Plan

Criteria

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

Documentation

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

- The URL where the sustainability plan is posted
- The date the sustainability plan was adopted, if applicable
- A brief description of the sustainability plan and a summary of progress toward achieving plan objectives.
- A statement that the submitted information is accurate to the best of a responsible party's knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

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

AF Credit 9: Climate Plan

Criteria

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

Documentation

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

- The URL where the climate plan is posted
- The date the climate plan was adopted
- A statement of the climate plan's overall and short-term goals
- A brief description of progress toward achieving plan goals
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

Sustainability Infrastructure

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

AF Credit 10: Sustainability Officer

Criteria

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

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

Documentation

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

- The name, title, and brief job description of the sustainability officer.
- The office or department where the sustainability officer is housed and the position to whom the sustainability officer reports
- A statement that the submitted information is accurate to the best of a responsible party's knowledge (*Not required during the pilot period*)
- The contact information for the responsible party (*Not required during the pilot period*)

Guidance

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

AF Credit 11: Sustainability Recognition Program

Criteria

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

Documentation

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

- The URL of the sustainability recognition program’s website
- A brief description of the sustainability recognition program
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge *(Not required during the pilot period)*
- The contact information for the responsible party *(Not required during the pilot period)*

Guidance

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

Appendix A: Institutions Participating in the STARS Pilot Project

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

University of Maine
University of Minnesota, Morris
University of Nebraska at Omaha
University of New Hampshire
University of Northern British Columbia
University of Southern Maine
University of Texas at Austin
University of Wisconsin - River Falls

University of Wisconsin Oshkosh
Washington University in St. Louis
Western Carolina University
Western Illinois University
Western Iowa Tech Community College
Western Washington University
Williams College
Winona State University

Appendix B: Strategic Advisory Committee Members

Sarah Banas - Program Associate, American Association for the Advancement of Science
Elizabeth Beltramini - Director of Communications, Association of College Unions International (ACUI)
Bettie Ann Brigham - Vice President for Student Development, Eastern University (representing the National Association of Student Personnel Administrators)
Mary Ann Coughlin - Professor of Research and Statistics and Assistant Vice President for Academic Affairs, Springfield College (representing Association for Institutional Research)
Geri Durka-Pelok - Instructional Designer, Society for College & University Planning
Andrea George - Associate Director of Environmental Health & Safety & Sustainability Coordinator, Vanderbilt University (representing Campus Safety Health and Environmental Management Association)
John Hammang - Director of Special Projects and Development, American Association of State Colleges and Universities
Mary Jensen - Coordinator of Campus Sustainability, Keene State College (representing the College and University Recycling Council)
Julian Keniry - Senior Director, Campus & Community Leadership, National Wildlife Federation
Shannon Kenny - Deputy Director, Sector Strategies Division, U.S. Environmental Protection Agency
Michele Madia - Director, Environmental Leadership, NACUBO
Paula Martin - Assistant Provost, Juniata College (representing the National Council for Science and the Environment)
Amy G. McGlashan - Executive Director, Vermont Campus Compact
Lander Medlin - Executive Director, APPA
Susan Mendoza-Jones - Director of Integrative Learning, Grand Valley State University (representing Disciplinary Associations Network for Sustainability)
Doreen Murner - CEO, National Association of Educational Procurement (NAEP)
Mark Orlowski - Executive Director, Sustainable Endowments Institute
Cameron Schauf - Director, Dining Services & Auxiliary Operations, University of Rochester (representing National Association of College & University Food Services)
Richard A. Skinner - Senior Vice President, Programs & Research, Association of Governing Boards (AGB)
Mary Spilde - President, Lane Community College (representing American Association of Community Colleges)
Jeanne S. Steffes - Associate Vice President for Student Affairs, Syracuse University (representing ACPA - College Student Educators International)

Appendix C: Technical Advisory Committee Members

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

Michele Hallahan - Environmental Specialist, University of Texas at Austin
Lauren Heising - Coordinator of Sales & Nutrition, Housing & Dining Services, University of Colorado at Boulder
Anjali Helferty - National Coordinator, Sustainable Campuses, Sierra Youth Coalition
Elaine A. Hills - PhD Candidate, Department of Epidemiology & Biostatistics, University at Albany-SUNY
Winston Huff - Sustainability Coordinator/Project Manager, Smith Seckman Reid Engineers
Mark Kelly - Manager Environmental Services, Rutgers, The State University of New Jersey
Tom Kelly - Chief Sustainability Officer, University of New Hampshire
Linda Kogan - Sustainability Officer, University of Colorado at Colorado Springs
Steve Kreidler - Executive Vice President, University of Central Oklahoma
Dominique LaRoche - Director, Space Management, Arizona State University
Nancy Levandowski - Director of ISU Dining, Iowa State University
Philip Ling - Powersmiths
Terry Link - Director, Office of Campus Sustainability, Michigan State University
Larry Litten - Retired; previously Director of Institutional Research at Carleton and Dartmouth Colleges as well as the Director of Research at the Consortium on Financing Higher Education (COFHE)
Jean MacGregor - Senior Scholar and Director, "Curriculum for the Bioregion" Initiative, Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College
Matt Malten - Assistant Vice Chancellor for Campus Sustainability, Washington University in St. Louis
Jerry Mann - Director, Student Support Services/Business Analysis, UCLA
Johnette McKown - Executive Vice President, McLennan Community College
Penny Menton - Associate Director, Transportation Services, UCLA
Gordon Nelson - Director of Property Management, University of Maine
Kevin Nelson - Office of Policy, Economics and Innovation, U.S. EPA
Jane Nichols - Professor of Interior Design, Western Carolina University
Dixie Norris - Vice President Finance & Administration, Cape Cod Community College
Mark O'Gorman - Associate Professor, Environmental Studies, Maryville College
Jacob Park - Assistant Professor, Business Strategy & Sustainability Business, Green Mountain College
John Petersen - Chair, Environmental Studies Program, Oberlin College
Jim Pittman - Associate Faculty, Sustainability Science & Practice, Prescott College
Jesse B. Pyles - Service-Learning & Sustainability Coordinator, Green Mountain College
Edward L. Quevedo - Senior Consultant, Strategic and Corporate Services, WSP Environmental Strategies
Kyle Rosato - Manager of Environmental Programs, Office of Environmental Health & Radiation Safety, University of Pennsylvania
Dave Rosenfeld - National Program Director, The Student PIRGs
Maureen Roskoski - Senior Project Manager, Facility Engineering Associates
Debra Rowe - Coordinator, Disciplinary Associations Network for Sustainability (DANS)
Justin Schott - Campus Field Coordinator, Campus Ecology Program, National Wildlife Federation
Sarena Seifer - Executive Director, Community-Campus Partnerships for Health
Morgan Simon - Executive Director, Responsible Endowments Coalition
Walter Simpson - Energy Officer, University at Buffalo
Brad Smith - Dean, Huxley College of the Environment, Western Washington University
Jeff Stebar - Principal, Perkins + Will
Anne Stephenson - Consultant, University of Chicago
Brett M. Stevens - Manager, Business Development and Sustainability, NELSON
Joel Stout - Sustainability Specialist, Sebesta Blomberg
Tuesday A. Strong - Director of Facilities Services, Rose-Hulman Institute of Technology

Susan Sutheimer - Chair, Dept. of Natural Sciences and Math, Green Mountain College

Edward R. Terceiro Jr. - Executive Vice President, Mt. Wachusett Community College

Dawn Geronimo Terkla - Associate Provost of Institutional Research, Assessment, and Evaluation, Office of Institutional Research & Evaluation, Tufts University

Lia Wetzstein - Instructor, Environmental Science, University of Washington, Tacoma

Rick Wilke - Director, Environmental Education and Training Partnership and Distinguished Professor of Environmental Education, University of Wisconsin-Stevens Point

James Wilkins - Sustainability Coordinator, Furman University

Boyd Yarbrough - Director of University Housing, Furman University

Brian Yeoman - City Director, Houston, Clinton Climate Initiative

Michael Youdelman - Manager, Department of Recycling/Resource Management, Stony Brook University

Appendix D: Schedule of Conference Calls

AASHE has scheduled a series of conference calls to provide a forum for pilot participants to share strategies for collecting data and earning credits. Pilot participants will be able to ask AASHE staff members questions about the credits under discussion.

Call-in instructions will be e-mailed to institutions participating in the pilot project. All calls are optional. Institutions may choose to participate in all, some, or no calls.

1. Kick-Off Call

To accommodate the expected high number of participants, there will be three introductory calls. Individuals are encouraged to select the time that is most convenient for them.

Option One: Monday, February 11th, 9:00 – 10:00 a.m. *Pacific Standard Time*

Option Two: Monday, February 11th, 12:00 – 1:00 p.m. *Pacific Standard Time*

Option Three: Tuesday, February 12th, 10:30 – 11:30 a.m. *Pacific Standard Time*

2. Buildings Call (OP Credits 1 – 4)

Tuesday, February 19th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

3. Dining Services Call (OP Credits 5 and 7)

Tuesday, February 26th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

4. Energy and Climate Call (OP Credits 8 – 11)

Tuesday, March 4th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

5. Grounds Call (OP Credits 12 – 13)

Tuesday, March 11th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

6. Materials, Recycling, and Waste Minimization Call (OP Credits 14 – 18)

Tuesday, March 18th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

7. Purchasing Call (OP Credits 19 – 24)

Tuesday, March 25th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

8. Transportation Call (OP Credits 25 – 28)

Thursday, April 3rd, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

9. Investment Call (AF Credits 1 – 5)

Tuesday, April 8th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*

10. Planning and Sustainability Infrastructure Call (AF Credits 6 – 11)

Tuesday, April 15th, 11:00 a.m. – 12:00 p.m. *Pacific Standard Time*