



STARS Aligned

Using the Sustainability Tracking Assessment & Rating System to Report on Contributions to the U.N. Sustainable Development Goals



The Association for the Advancement
of Sustainability in Higher Education®

STARS Aligned: Using the Sustainability Tracking Assessment & Rating System to Report on Contributions to the U.N. Sustainable Development Goals

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AASHE supports
the Sustainable
Development Goals

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On the Cover: University of Calgary Sustainable Development Goals Alliance (SDGA) Executive Team, 2018-19. Photo credit: Stefan Kurbatfinski



Executive Summary

In 2015, the United Nations adopted the 17 Sustainable Development Goals (SDGs), a series of ambitious and interconnected global targets to end poverty and hunger, advance education, protect the planet, and ensure prosperity by 2030 through peace, justice and partnerships. While the SDGs were designed for nation-states, colleges and universities are increasingly seeking to orient their sustainability efforts toward the SDGs. However, there is currently no standardized methodology that institutions can use to report on their contribution to the SDGs. Further, many institutions already feel overburdened with existing reporting requirements.

This guide demonstrates that the Sustainability Tracking, Assessment & Rating System (STARS®) - a transparent, self-reporting framework already used by hundreds of colleges and universities to measure their sustainability performance - has strong potential to address these challenges. Among other things, it offers: a broadly applicable and comprehensive scope, a transparent methodology, participatory governance processes, an online reporting system with public reports, and a large base of institutions that are already using STARS to report on their sustainability performance. Furthermore, this guide maps the linkages between each SDG and individual STARS credits and demonstrates that STARS captures many of the main ways that higher education institutions can contribute to the SDGs.

The guide then recommends a four-step process for using STARS to report on and expand an institution's contributions to the SDGs:

- 1. Establish the Purpose(s) of Reporting** - Start by engaging with key stakeholders to clarify the goal(s) of producing an SDG report as this will impact the format and contents of the report.
- 2. Conduct a STARS Assessment with an SDG Focus** - Complete a STARS assessment to identify how the institution is contributing to the SDGs and, where possible, make explicit linkages to the SDGs.
- 3. Share Your Institution's SDG Contributions with Stakeholders** - Organize the data collected through STARS into a report outlining the institution's contribution to each SDG and incorporate contextual data (e.g., comparative data from other STARS participants) where appropriate.
- 4. Expand Your Institution's Contributions** - Use the release of the report as an opportunity to catalyze additional support for the SDGs.



In recognition of the strategic importance of the SDGs and the potential value to the higher education sector of having a standardized tool to report on higher education's individual and collective SDG contributions, AASHE is committed to further aligning STARS with the SDGs and invites suggestions for how STARS could better fulfill its potential in this regard.

Introduction

In September 2015, the United Nations adopted "[Transforming our world: the 2030 Agenda for Sustainable Development](#)." Included in the 2030 Agenda are 17 [Sustainable Development Goals](#) (SDGs) aimed at ending poverty and hunger, protecting the planet, and ensuring prosperity and peace for all by 2030. These goals, and 169 targets and associated indicators, have been endorsed by 193 countries. Recognizing that achievement of the SDGs will require leadership at all levels of government as well as by the private sector and civil society, a wide variety of organizations are taking action to contribute to the goals.



Higher Education and the SDGs: A Mutually Beneficial Relationship

Institutions of higher education in particular have an essential role to play in the achievement of the SDGs, which are also known as the Global Goals. Higher education contributes most directly to Goal #4 (Quality Education), but its potential contributions extend well beyond that. Through their role in educating societal leaders, generating high-impact research, and shaping cultures, colleges and universities can play a critical role in the achievement of all 17 SDGs. Campus operations also provide countless opportunities to contribute to the SDGs, from using renewable energy to power buildings to serving sustainably produced food in dining halls. Moreover, campuses often serve as testbeds and living labs for developing innovative sustainability solutions that can be scaled up and applied elsewhere.

The SDGs likewise have much to offer higher education. As a comprehensive and globally accepted framework for sustainability, the SDGs provide a useful structure for guiding and organizing institutional sustainability efforts. Since virtually every discipline has something to contribute to the achievement of the Goals, the SDGs can help facilitate cross-disciplinary collaboration. In addition, as a wide variety of businesses, NGOs, government agencies, and other organizations are actively working toward the SDGs, engaging with the Global Goals can provide new opportunities for collaborative partnerships. Ultimately, colleges and universities that clearly articulate how they are contributing to the SDGs are better placed to demonstrate their relevance to society, meet community needs, and attract support from various funding bodies that use the SDGs to shape their priorities.

In recognition of these opportunities, many colleges and universities are already responding to the SDGs with great enthusiasm. Over one hundred institutions around the world have signed the [SDG Accord](#), a commitment to embed the SDGs into education, research, leadership, operations, administration and engagement activities. Likewise, a wide variety of networks - including the International Association of Universities (IAU), Sustainable Development Solutions Network (SDSN), and the Global University Network for Innovation (GUNi) - have created programs and initiatives to promote and support higher education engagement with the SDGs. Dozens of individual institutions have also started to assess how their existing activities contribute to the SDGs.

However, a significant challenge for higher education institutions seeking to advance the SDGs is the lack of a standardized and broadly accepted tool or mechanism for reporting on their contributions to the goals. A variety of tools and resources exist to help countries (e.g., [Guidelines to Support Country Reporting on the Sustainable Development Goals or the SDG National Reporting Initiative](#)) and businesses (e.g., [Business Reporting on the SDGs](#)) report on their contributions to the SDGs, but they can be challenging to apply to higher education contexts, especially given the resource constraints faced by many higher education institutions. The SDG Accord requires signatories to submit reports annually, but the data required is fairly general and high-level. It is also only shared publicly in aggregate. As a result, institutions seeking to communicate their contributions to the SDGs have had to design their own unique formats, a burden that makes SDG reporting more difficult for higher education institutions. The use of institution-specific reporting formats also means that the data is not easily comparable and is, therefore, difficult to present in the context of the sector as a whole. This lack of context makes it harder for stakeholders to draw meaning from existing SDG reports.

Purpose of this Guide

This guide examines the potential for the [Sustainability Tracking, Assessment & Rating System \(STARS®\)](#) to serve as a standardized tool that higher education institutions can use to report their contributions to the SDGs. After exploring the potential benefits of using STARS to report contributions to the SDGs, the guide examines the degree of alignment between STARS and the SDGs. It then shows how institutions can most effectively use STARS to communicate their impacts toward achieving the SDGs.

Rutgers University Sustainable Peace table. Photo credit: Matthew Drewes



Evaluating STARS as a Tool for SDG Reporting

Overview of STARS

Administered by the [Association for the Advancement of Sustainability in Higher Education](#) (AASHE), STARS is a transparent, self-reporting framework already used by hundreds of colleges and universities to measure and communicate their sustainability performance. It was developed with broad participation from the campus sustainability community and launched in 2010. STARS is designed to:

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

STARS is comprised of a series of “credits,” each of which defines opportunities for a STARS participant to earn points. Each credit is based around one or more quantitative or qualitative indicators focusing on a particular dimension of higher education sustainability. For example, the Clean and Renewable Energy credit awards points based on the percentage of the institution’s energy consumption that is met with clean and renewable energy sources. Similarly, the Undergraduate Program credit awards points based on the presence of a sustainability-focused academic program for undergraduates. These credits cover a wide range of sustainability issues relevant to higher education and are organized into four main categories: Academics, Engagement, Operations, and Planning & Administration. In addition, an optional Innovation & Leadership category recognizes innovative and exemplary sustainability practices that are not otherwise captured.

STARS participants enter data for each credit that they wish to pursue into an online reporting platform that calculates the institution’s score. Once all data are entered, the report is submitted to AASHE. AASHE staff then review the report and work with each institution to address any issues identified in the review. After the review is complete, the institution is awarded a STARS Bronze, Silver, Gold or Platinum rating based on the percentage of available points earned. Alternatively, participants can choose to submit an unscored report, which results in a STARS Reporter designation rather than a rating. In either case, a report with all of the information provided by the institution is made publicly available on the STARS website. Once awarded, a rating or designation remains valid for three years.

Complete details on the rating system, including definitions and scoring methodologies for each credit, are provided in the [STARS Technical Manual](#).

Colleges and universities can earn STARS Platinum, Gold, Silver or Bronze ratings, or recognition as an unscored Reporter.



Potential Benefits of Using STARS to Report on Contributions to the SDGs

As noted in the introduction, although the higher education community has shown significant enthusiasm for the SDGs, only a small number of institutions are currently reporting on their contributions to the SDGs. The lack of context in the few SDG reports by higher education institutions that do exist makes it difficult for stakeholders to draw meaning from these reports. Ultimately, if higher education SDG reporting is to be more than a public relations exercise and if it is to advance the sector as a whole, it will need to be supported by an accessible tool with standardized indicators and a centralized reporting platform to facilitate data analysis.

STARS appears well placed to meet this need and offers a number of advantages in comparison to other higher education sustainability tools:

- **Broad applicability** - STARS is designed to engage and recognize the full spectrum of higher education institutions. It encompasses challenging sustainability targets for high-achieving institutions, as well as accessible entry points of recognition for institutions that are taking their first steps toward sustainability. Indicators that are not applicable in a given context are removed from scoring and the points available for certain indicators vary based on context. For example, credits related to water use are worth more points in contexts with greater water scarcity. Additionally, although the primary audience for STARS has historically been institutions in North America, technical development in recent years has focused on making the tool more relevant to a global audience. As a result, STARS has been used successfully in a wide variety of contexts - including universities in Mexico, the United Arab Emirates, Ireland, a distance education institution in Portugal, and technical colleges in Canada.
- **Comprehensive topical scope and whole institution approach** - STARS aims to provide a comprehensive, whole institution view of sustainability. Accordingly, it includes social as well as environmental indicators in a wide array of impact areas.
- **Detailed and transparent methodology** - The [STARS Technical Manual](#), which is publicly available at no cost, contains detailed explanations of every aspect of the STARS scoring methodology. Moreover, the indicators, definitions, and specific reporting fields have been refined for clarity based on lessons learned from having hundreds of institutions use the system for over a decade.
- **Public reports** - [All STARS reports](#) are publicly available online. This makes it easier for institutions to learn from one another and for stakeholders to view the data in greater context.
- **Online reporting platform with data sharing capability** - All STARS data is submitted in a common format via an online reporting system, which facilitates analysis enormously. The aggregated data can be accessed (and exported, if necessary) for benchmarking purposes or to assess overall progress of the sector through the [STARS Benchmarking Tool](#) and [Content Displays](#). The system also enables AASHE to share the data with other entities, potentially eliminating the need for these entities to do their own collection of higher education sustainability data.
- **Free participation option** - In an effort to enable broad participation, especially by institutions with limited financial resources, AASHE offers "basic access" to STARS at no cost. Basic access users may use the online reporting tool to publish an unscored report and receive STARS Reporter designation.
- **Public recognition for participants** - Participants have the opportunity to earn a STARS rating, which can help them communicate their overall performance with stakeholders. It also serves as an incentive for continued participation with the system.
- **Participatory governance processes** - STARS is managed in a highly collaborative way to ensure that it continues to meet the needs of the sector. A Steering Committee made up of higher education stakeholders (half of whom are elected) is responsible for the content of the STARS Technical Manual. They receive input from Technical Advisors with expertise in each of the impact areas that STARS covers. In addition, AASHE holds a formal public comment period for all major revisions to STARS, as described in the [Technical Development Policy](#).

- **Mechanisms to ensure data quality** - AASHE staff review a portion of each report to identify potential data quality issues. In addition, a wide variety of resources exist to support participants in reporting accurate information including: an [online Help Center](#) with answers to frequently asked questions about individual credits and system as a whole, an [online community](#) where users can ask questions of other participants, templates to assist with data collection and review, and more. In addition, there is a system set up to enable interested parties to submit an inquiry if they come across a potential data quality issue in a public STARS report.
- **Stable revenue and dedicated staff team** - Stable income from full access subscribers enables AASHE to employ a team of staff that facilitates stakeholder engagement in the technical development process, provides support to STARS users, maintains and implements new features in the online reporting system, reviews reports, and develops new technical content. Significantly, this support also means that STARS can evolve over time to meet user needs and to incorporate emerging issues and methodologies.
- **Large user base** - With over 450 active participants (over 320 of which have a valid STARS rating), STARS is among the most widely used campus sustainability assessment frameworks. This base of existing users who are already publicly reporting their sustainability data strengthens the ability of STARS to serve as the standard tool for reporting higher education's contributions to the SDGs.

While these benefits are compelling, an essential question in determining whether STARS could serve as an SDG reporting system for higher education is the extent to which STARS captures the major ways that higher education institutions can contribute to the SDGs. The next section attempts to answer this question.

The SDG Team at University of British Columbia's Vancouver campus organized SDG Week, a week-long occasion that consisted of ten multidisciplinary events to reflect the interdisciplinary nature of the SDGs. Photo credit: Maddy Stewart.





Alignment Between STARS and the SDGs

At first glance, STARS and the SDGs appear to be quite different. The SDGs are organized around different sustainability challenges (e.g., poverty, inequality, and climate change) while STARS is organized more around the main functions performed by higher education institutions (e.g., curriculum, research, operations, and engagement). Likewise, the scope of analysis between the two systems is very different. The SDGs establish targets at the global level while STARS focuses on a single institution of higher education. Nevertheless, as STARS is attempting to provide a comprehensive picture of an institution's sustainability performance, one would expect it to capture the primary ways a higher education institution could contribute to achieving the SDGs.

To determine the extent to which this is in fact the case, this guide maps the linkages between individual SDGs and individual STARS credits. These connections are summarized below and presented in detail in the appendices. Appendix A is organized around the SDGs and lists the STARS credits that contribute to each goal. Conversely, Appendix B is organized around STARS credits and lists the SDGs to which each credit contributes. As described in the methodology (Appendix C), the mapping in this analysis is intentionally conservative to avoid overstating the level of alignment between STARS and the SDGs.

Summary of SDG Contributions Captured in STARS

SDG	Higher Education Contributions
 <p>1 NO POVERTY</p>	<p>Captured in STARS:</p> <ul style="list-style-type: none">• Teaching and research, student and employee engagement, community partnerships and advocacy related to ending poverty• Institutional procurement of responsibly produced goods that ensure fair labor rights and support disadvantaged businesses• Institutional plans and administrative policies that support low-income students• Payment of a living wage to employees, employees of on-site contractors, and student workers
 <p>2 ZERO HUNGER</p>	<p>Captured in STARS:</p> <ul style="list-style-type: none">• Teaching and research, student and employee engagement, community partnerships, and advocacy related to ending hunger• Food and beverage purchases and dining and catering strategies that support sustainable food production systems• Hosting a community garden on institution-owned land• Hosting a food bank or pantry focused on alleviating food insecurity among students

3 GOOD HEALTH AND WELL-BEING



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to good health and well-being
- Efforts to reduce air pollution and use of hazardous chemicals
- Health promotion via building design, construction and maintenance
- Programs to support student and employee wellness
- Occupational health and safety programs
- Prohibitions on smoking on campus

NOT Captured in STARS:

- Direct provision of healthcare services (e.g., through hospitals or clinics associated with the institution)

4 QUALITY EDUCATION



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to quality education
- Sustainability learning outcomes
- Academic programs in sustainability
- Sustainability literacy assessment
- Applied learning for sustainability
- Peer-to-peer sustainability education programs
- Institutional plans and administrative policies that facilitate access to higher education
- Support programs for underrepresented groups
- Programs that increase accessibility to low-income students

NOT Captured in STARS:

- Overall instructional quality
- Graduate career success
- Equity in enrollment and student success
- Scholarships for developing countries
- International cooperation for teacher training

5 GENDER EQUALITY



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to gender equality
- Institutional plans and administrative policies that aim to end discrimination
- Participation of women on the institution's highest governing body

NOT Captured in STARS:

- Support for working mothers/childcare on campus
- Provision of sexual and reproductive healthcare services on campus
- Policies and processes to prevent sexual violence on campus
- Gender equity in enrollment and hiring
- Parental leave policies
- Gender pay equity

6 CLEAN WATER AND SANITATION



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to clean water and sanitation
- Operational policies and plans that relate to water use efficiency
- Policies and programs to reduce stormwater runoff and resultant water pollution
- Reducing water pollution by purchasing products (e.g., food, paper and cleaning chemicals) certified to meet sustainability criteria and through waste minimization

NOT Captured in STARS:

- Quality of water supplied on campus
- Restoration of water ecosystems on campus

7 AFFORDABLE AND CLEAN ENERGY



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to affordable and clean energy
- Facilitating access to clean energy research and technology through support for sustainability research and open access to research
- Operational policies and institutional plans that aim to increase the share of renewables in the campus' energy mix and increase campus energy efficiency
- Investments in clean energy companies

8 DECENT WORK AND ECONOMIC GROWTH



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, memberships, and advocacy related to decent work
- Institutional procurement of responsibly produced goods that ensure fair labor rights and support disadvantaged businesses and small and medium-sized enterprises
- Monitoring to ensure that apparel bearing the institution's name is produced under fair conditions
- Payment of a living wage and requirements that major campus contracts pay a living wage
- Workplace health and safety systems
- Investments in companies that provide decent work

NOT Captured in STARS:

- Protections for employee labor rights

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to industry, innovation, and infrastructure
- Facilitating open access to research
- Energy efficiency of campus infrastructure

NOT Captured in STARS:

- Total research and development spending and overall research output
- Reliability and resilience of campus infrastructure

10 REDUCED INEQUALITIES



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to reducing inequality
- Institutional procurement of responsibly produced goods that ensure fair labor rights and support disadvantaged businesses and small and medium-sized enterprises
- Institutional plans and administrative policies that make the institution more accessible and welcoming to low-income students and underrepresented groups
- Limiting the compensation of the highest paid individual relative to the compensation of the lowest paid individual

NOT Captured in STARS:

- Equitable compensation by gender and race or ethnicity
- Reliability and resilience of campus infrastructure

11 SUSTAINABLE CITIES AND COMMUNITIES



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to sustainable cities and communities
- Operational policies and plans that support sustainable transport on campus, reduce air pollution and minimize waste
- Protection of natural spaces on campus

NOT Captured in STARS:

- Disaster preparedness on campus
- Accessibility of the campus to people with disabilities

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy related to responsible consumption and production
- Institutional procurement of responsibly produced goods, focusing especially on food, paper, electronics, and cleaning products
- Efforts to reduce air pollution and waste on campus
- Investments in companies engaged in responsible consumption and production

13 CLIMATE ACTION

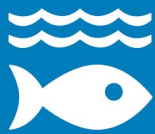
**Captured in STARS:**

- Teaching and research, student and employee engagement, community partnerships, and advocacy for climate action
- Educating and raising awareness about climate change
- Operational policies and institutional plans that focus on reducing greenhouse gases to mitigate climate change
- Investments in companies that take climate action

NOT Captured in STARS:

- Climate change adaptation measures

14 LIFE BELOW WATER

**Captured in STARS:**

- Teaching and research, student and employee engagement, community partnerships, and advocacy for protecting life below water
- Operational policies and institutional plans that reduce marine pollution from land-based activities, such as properly managing waste and rainwater
- Institutional procurement of sustainably-sourced seafood

15 LIFE ON LAND

**Captured in STARS:**

- Teaching and research, student and employee engagement, community partnerships, and advocacy for protecting life on land
- Purchasing wood products from sustainably-managed forests
- Institutional plans or programs in place to protect or positively affect species, habitats and/or environmentally sensitive areas

NOT Captured in STARS:

- Ecological restoration on campus

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

**Captured in STARS:**

- Teaching and research, student and employee engagement, community partnerships, and advocacy for strong peaceful and just institutions
- Participatory and inclusive mechanisms to engage campus and community stakeholders in governance of the institution

NOT Captured in STARS:

- Measures to reduce violence on campus
- Restorative justice programs on campus
- Steps to eliminate corruption or bribery in campus decision-making (e.g., admissions, grading, or disciplinary matters)
- Protections for freedom of speech/expression on campus
- Direct provision of legal aid (e.g., through a clinic)

17 PARTNERSHIPS FOR THE GOALS



Captured in STARS:

- Teaching and research, student and employee engagement, community partnerships, and advocacy to strengthen the global partnership for sustainable development
- Programs and policies to facilitate open access to research
- Collaborations with other colleges and universities to advance sustainability
- Institutional plans that promote or commit to engaging with the SDGs

NOT Captured in STARS:

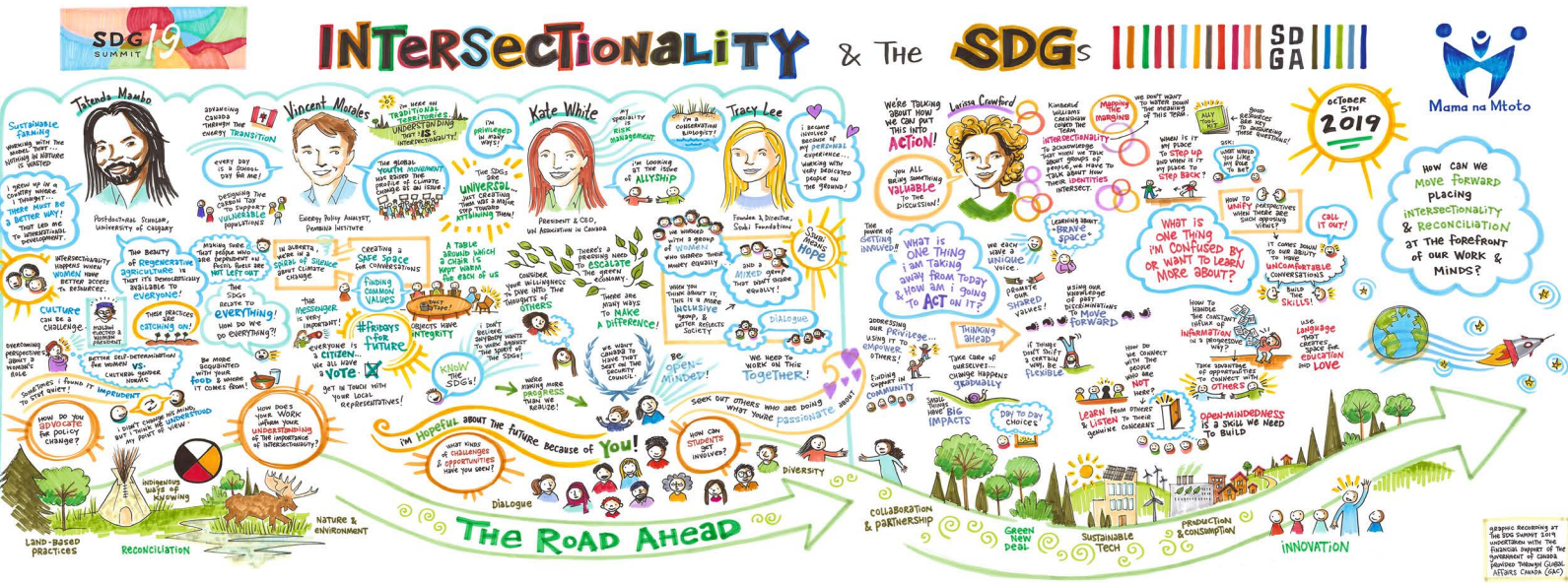
- Technology transfer

Overall, as the summary on the preceding pages makes clear, STARS captures many of the main ways that higher education institutions can contribute to the SDGs. Indeed, multiple potential contributions to each goal are effectively captured in STARS. This is in part because a series of STARS credits - primarily those focused on core higher education functions like education, research and outreach - were identified to have the potential to contribute to all 17 SDGs. For example, the STARS credit on Research and Scholarship focuses on the production of sustainability research by an institution's employees. The research reported in this credit could be about any number of issues, from poverty alleviation to climate change to inequality, and therefore could plausibly contribute to all of the SDGs.

The summary table also identifies a number of potential contributions to the SDGs that do not currently seem well captured in STARS. This is not intended as an exhaustive list; rather it is based on the authors' reflections as they searched for STARS credits associated with each of the SDG targets. These topics will be considered for more explicit recognition in subsequent versions of STARS.

This section has outlined a number of potential benefits of using STARS to report on a college or university's contributions to the SDGs and demonstrated strong alignment between content in STARS and the SDGs. The next section builds on this foundation to suggest a step by step process for reporting on contributions to the SDGs with STARS.

Graphic recording from the 2019 SDG Summit at University of Calgary. Photo credit: Sam Hester



Graphic recording by Sam Hester, the23rdstory.com. In partnership with the National Centre for the Sustainable Future of the University of Calgary. Photo credit: Sam Hester. October 5th 2019.

How to Report on Contributions to the SDGs With STARS

Step 1: Establish the Purpose(s) of Reporting

A first step in reporting on contributions to the SDGs - through STARS or otherwise - is to clarify the purposes or goals of producing such a report, as these may impact the format and contents of the report. They could also affect the data collection process or the distribution strategy. SDG reporting is often intended to achieve one or more of the following goals:

- **Gain support from stakeholders** - A report highlighting an institution's contributions to the SDGs could be used to raise employee morale, attract and retain students, strengthen community relationships, and/or find new partners.
- **Foster organizational learning** - The process of gathering data for an SDG report can stimulate organizational learning as individuals and departments start to understand how their work is connected to the SDGs. Likewise, the publication of an SDG report also provides an important opportunity for dialog and reflection among organizational stakeholders.
- **Create a baseline and track progress** - An SDG report helps institutions determine how well they are contributing to the SDGs currently and provides a baseline against which to measure progress.
- **Benchmark with peer institutions** - Reports that include standardized metrics (like those in STARS) can be used to compare performance with other higher education institutions and to inform the development of targets for improvement.
- **Inspire change** - An institution may publish an SDG report in hopes that it will motivate government bodies and others to act on the SDGs. For example, in contexts where the federal government does not seem to be taking the SDGs seriously, release of an SDG report is a way of demonstrating that the institution feels the SDGs are worthy of serious attention.
- **Secure funding** - An SDG report may help institutions compete for funds from government agencies and foundations seeking to support implementation of the SDGs. Likewise, individual donors may also be attracted to institutions that are making a meaningful contribution to the SDGs.
- **Comply with reporting requirements** - An SDG report may help fulfill the reporting and communications obligations for signatories of the [SDG Accord](#), the [Declaration on University Global Engagement](#) or other commitments.

Often, different stakeholders will have different ideas and preferences related to the purpose of reporting on contributions to the SDGs. In most cases, the different goals will be complementary so this is relatively straightforward, but it is possible that you will need to balance somewhat contradictory goals as you develop your report.

Step 2: Conduct a STARS Assessment with an SDG Focus

Once your institution has identified its purpose for reporting on the SDGs, the next step is to identify the ways it is already contributing by completing a STARS assessment. As described in [more detail on the STARS website](#), completing a STARS assessment involves collecting a wide variety of information about your institution's sustainability initiatives and performance, documenting that information in the online Reporting Tool, and submitting the report to AASHE.

While STARS captures many of the primary ways an institution might contribute to the SDGs, it does not always do it in a way that facilitates reporting about contributions to each individual SDG. As a result, you can save a great deal of time and energy in assembling your SDG report if you apply an SDG lens as you go through the assessment process. For example, the Academic Courses credit requires institutions to prepare an inventory of sustainability course offerings. The credit does not require that these inventories explicitly indicate linkages between each course and the SDGs, but doing so will make it easier to create lists of courses that are related to each SDG. It will also help in analyzing which SDGs are well-covered or under-addressed in your institution's curriculum. Similarly, incorporating an SDG lens into the research inventory created for the Research and Scholarship credit will make it much easier to identify research related to each SDG later. Several examples of course and research inventories that were conducted with an SDG lens are included in the sidebar.

The same basic idea of making explicit the linkages to SDGs can be applied to any of the STARS credits that capture potential contributions to multiple SDGs. For example, although formal inventories aren't required for the Community Partnerships or the Participation in Public Policy credits, you can still identify and make explicit which SDG targets are addressed by each community partnership and advocacy effort described in responses to these credits.

As you complete your report, look out for sustainability accomplishments that are not well captured in existing credits. STARS includes up to four open-ended Innovation credits that provide a perfect place to document contributions that your institution is making to the SDGs that aren't otherwise recognized.

Example Course and Research Inventories with an SDG Lens

Course Inventories

- [University College Cork](#) completed an academic course inventory using keywords to assess sustainability inclusion. Those that were identified to be "sustainability courses" were marked with the most relevant SDG.
- [University of Richmond](#) completed an academic courses inventory by reviewing all standard course descriptions for connections to sustainability and the SDGs, and included an SDG column in the inventory.
- [Champlain College](#) created its course inventory through a faculty survey and review of course descriptions. The SDGs were included as a framework for categorization and are highlighted in the course inventory.

Research Inventories

- The [Yale University](#) Office of Sustainability inventoried Yale's research with an SDG lens and released a [report](#) on scholarship and the SDGs. Its STARS research inventory also includes a column indicating the number of SDGs related to each researcher. To develop these materials, student research assistants reviewed departmental websites and publications to compile departmental and faculty specialties and interests and how their research and teachings relate to the SDGs.
- [University of Texas at Dallas](#) compiled a research inventory with filters for sustainable research and scholarship that explicitly focused on major sustainability challenges. Keywords were used relating to the SDGs, and the SDG goals were included in the research inventory.

Step 3: Share Your Institution's SDG Contributions with Stakeholders

Once you have gathered all of the information about how your institution is contributing to the SDGs, you will need to decide how best to share it with stakeholders. A common and straightforward option - exemplified by [The University of Manchester](#) and [Università di Bologna](#) - is to publish a report with one section for each SDG. Each section typically includes a mix of qualitative and quantitative data demonstrating the institution's contribution to that SDG. If you choose this approach, you can use Appendix A to see which STARS credits might contain relevant information for each SDG. Keep in mind that, in many cases, a STARS credit *might* capture a contribution to a certain SDG, but does not necessarily do so. For example, you will need to examine the course inventory required as part of the Academic Courses credit to see if any of your institution's courses relate to the SDG on which the section is focused.

One consideration in this approach is how much space to devote to each SDG in the report. While reports often seem to make each section the same length, if your institution is emphasizing certain SDGs, it may make sense to give more attention to these SDGs in your report. For example, institutions with strong medical and public health programs may wish to give particular emphasis to SDG #3 (Good Health and Well-Being). On the other hand, emphasizing SDGs to which the institution's contribution is relatively limited could be perceived as greenwashing.

One weakness of existing SDG reports is that they tend not to provide much contextual information. In particular, it is rare to present the institution's contributions in the context of contributions by similar institutions. As a result, readers often aren't able to determine the extent to which an institution is demonstrating leadership and may therefore give less credence to the claims made in the report. If one of the goals of your report is to gain support from stakeholder groups that may be somewhat skeptical, adding contextual information is an especially good idea. The [STARS Benchmarking Tool](#) provides a quick and easy way to pull together comparative data from a group of similar institutions.

Alternatively (or in addition), you may want to consider publicizing your institution's public STARS report instead of producing a stand-alone SDG report. A particular benefit of this approach is that your institution's STARS report is created automatically based on the data you provide - it requires no additional work beyond the completion of your STARS report. This makes it especially well-suited for institutions that intend to report on a regular basis. In addition, although STARS reports are not organized by SDG, they include some built-in comparative data in the form of bar charts showing how the institution's score compares to that of other institutions. The standardized format of STARS reports also facilitates comparisons between institutions and with sector averages.

Ultimately, the right format for your institution will depend on its goals and capacity. An institution seeking to develop a strong baseline for addressing the SDGs to allow for long-term longitudinal tracking of progress would likely benefit from a greater degree of quantitative reporting. In contrast, another institution with limited capacity for detailed tracking might be more interested in celebrating progress on a few SDG-related projects via a highly qualitative, narrative report.

Step 4: Expand Your Institution's Contributions

The release of your institution's SDG report is an opportunity to catalyze additional support for the SDGs. For example, perhaps the release of the report could be paired with an announcement of a new commitment, partnership, or initiative that would deepen the institution's contributions to the SDGs. It may take some time to gain support for a new commitment so, if possible, start conversations about this with your institution's leadership well before the public release of the report to see what might be possible.

The release of the report is also an opportunity to inspire greater engagement and commitment from key stakeholder groups at your institution. After the report has been released, seek out opportunities to share it with these groups, preferably through in-person presentations. As you talk with each stakeholder group, emphasize the contributions that the group has made and invite their suggestions for strengthening these contributions. Be on the lookout for SDG champions within each stakeholder group who might be able to lead the implementation of any suggestions that come out of the discussion.

Another important benefit of using a comprehensive, score-based tool like STARS to develop your SDG report is that it also provides a foundation for conducting a gap analysis and/or developing a sustainability plan. A good first step in this process is to use the [STARS Benchmarking Tool](#) to compare scores and other quantitative data with other STARS participants. This analysis can help identify areas where your institution is performing well relative to others as well as opportunities for improvement. This kind of comparative information is often a key input into stakeholder engagement processes around the establishment of institutional sustainability goals and plans for achieving those goals.

SDG Discussions Wall at University of British Columbia. Photo credit: Kyu Shim



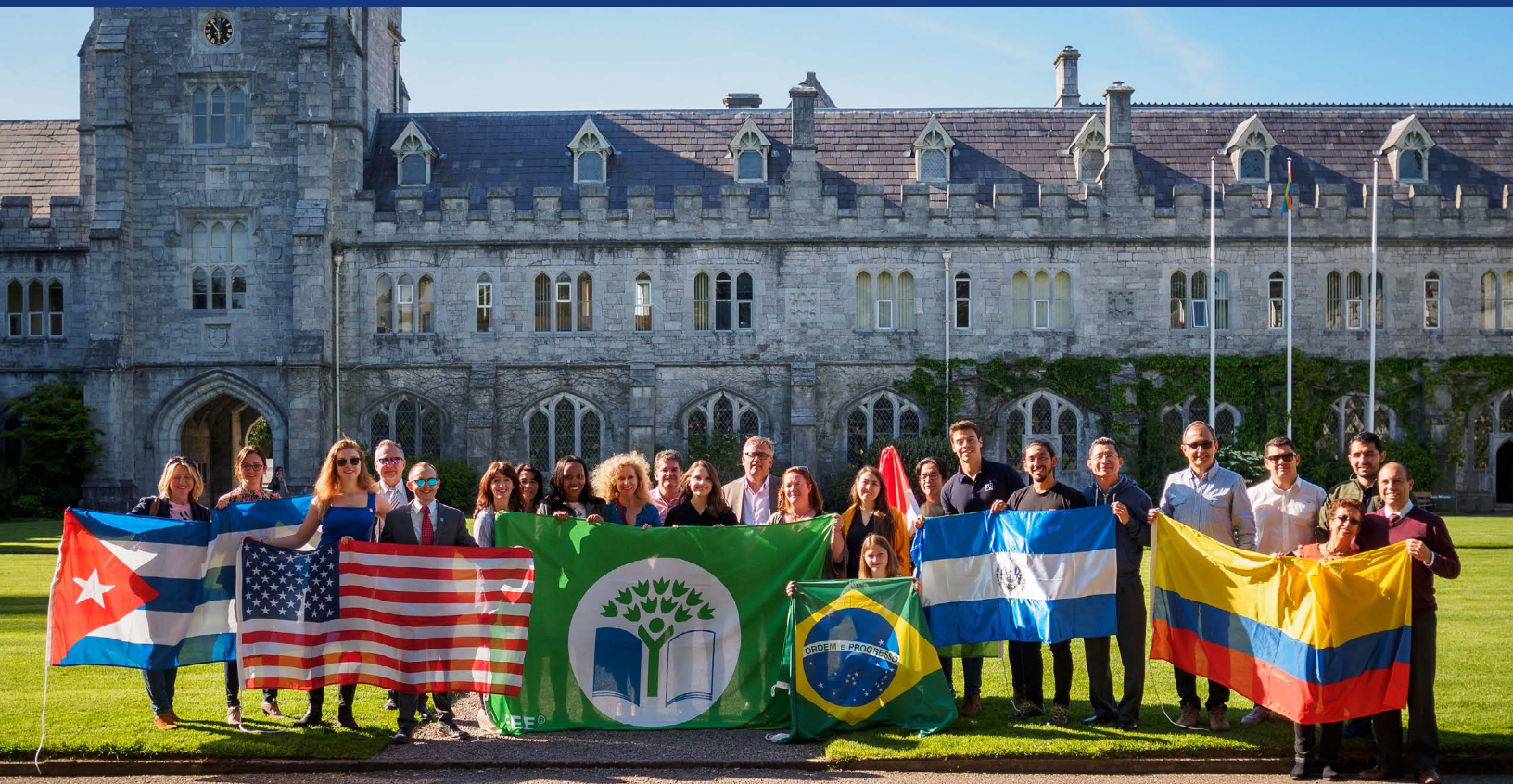
Conclusion

Higher education institutions are essential players in the achievement of the SDGs. Institutions are already beginning to embrace their roles as leaders for the SDGs, but these efforts are hindered by the lack of a standardized and broadly-accepted tool or mechanism for reporting on their contributions. This guide demonstrates that STARS has strong potential to serve as such a tool. Among other things, it offers: a broadly applicable and comprehensive scope, a transparent methodology, participatory governance processes, an online reporting system with public reports, and a large base of institutions that are already using STARS to report on their sustainability performance. Furthermore, the analysis presented in this guide indicates that STARS captures many of the main ways that higher education institutions can contribute to the SDGs.

In recognition of the strategic importance of the SDGs and the potential value to the higher education sector of having a standardized tool to report on their contributions, AASHE is committed to further aligning STARS with the SDGs. In particular, we seek to better incorporate potential higher education contributions to the SDGs that do not seem well captured in STARS currently. To help us in this process, we invite institutions that are committed to the SDGs to give STARS a try and provide suggestions for how STARS could better fulfill its potential in this regard.

Feedback is welcome at any time and can be sent to stars@aaashe.org.

In Summer 2018, University College Cork became the first institution from Ireland to submit a STARS report. Among the highlighted initiatives, UCC was awarded the title of University of Sanctuary by Places of Sanctuary Ireland in recognition of efforts in promoting the welfare of refugees and asylum seekers. Photo credit: University College Cork - National University of Ireland, Cork



Appendix A: STARS → SDG Alignment Matrix

This document shows how each of the 17 UN Sustainable Development Goals (SDGs) is addressed in the credits of Sustainability Tracking, Assessment & Rating System (STARS). Credits highlighted with a star (★) indicate those that have the potential to address every SDG. Appendix B provides further explanation of the relationships between each STARS credit and the SDGs.

1 NO
POVERTY



Targets

- 1.1** By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
- 1.2** By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions implement nationally appropriate social protection systems and measure for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- 1.3** Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- 1.4** By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
- 1.5** By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- 1.A** Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions
- 1.B** Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

STARS Alignments

Academics:

- ★AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 1



STARS Alignments

Academics:

- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 1
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 1
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 1
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 1
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 1

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 1
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 1
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 1
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 1
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 1
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 1
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 1
- EN15 Trademark Licensing** - Institution is a member of the Worker Rights Consortium or the Fair Labor Association

Operations:

- OP7 Food and Beverage Purchasing** - Institution purchases ethically produced food and beverage products
- OP11 Sustainable Procurement** - Institution applies sustainability criteria when making procurement decisions, especially a stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) and a vendor code of conduct or equivalent policy that sets standards for the social responsibility of the institution's business partners

1 NO POVERTY



STARS Alignments

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 1
- PA8 **Affordability and Access** - Institution has policies and programs to make it accessible and affordable to low-income students, such as awards for need-based aid
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 1
- PA12 **Employee Compensation** - Institution ensures that their lowest paid workers earn a living wage

Innovation & Leadership:

- IN37 **Student Living Wage** - Institution pays student workers a living wage

2 ZERO HUNGER



Targets

- 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
- 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
- 2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment
- 2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality
- 2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed
- 2.A Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries



Targets

- 2.B** Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round
- 2.C** Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 2
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 2
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 2
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 2
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 2
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 2

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 2
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 2
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 2
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 2
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 2
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 2
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 2

2 ZERO HUNGER



STARS Alignments

Operations:

- OP7 Food and Beverage Purchasing** - Institution purchases sustainably or ethically produced products
- OP8 Sustainable Dining** - Institution's dining services support sustainable food systems

Planning & Administration:

- ★PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 2
- ★PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 2

Innovation & Leadership:

- IN7 Community Garden** - Institution hosts a community garden that allows local community members to grow their own food
- IN12 Fair Trade Campus** - Institution is designated as a Fair Trade College or University
- IN14 Food Bank** - Institution hosts a food bank or pantry focused on alleviating food insecurity among students

3 GOOD HEALTH AND WELL-BEING



Targets

- 3.1** By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- 3.2** By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
- 3.3** By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
- 3.4** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
- 3.5** Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- 3.6** By 2020, halve the number of global deaths and injuries from road traffic accidents
- 3.7** By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3 GOOD HEALTH AND WELL-BEING



Targets

- 3.8** Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all
- 3.9** By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination
- 3.A** Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
- 3.B** Support the research and development of vaccines and medicines for the communicable and noncommunicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all
- 3.C** Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States
- 3.D** Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 3
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 3
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 3
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 3
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 3
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 3

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 3
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 3

3 GOOD HEALTH AND WELL-BEING



STARS Alignments

Engagement:

- ★EN9 **Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 3
- ★EN10 **Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 3
- ★EN12 **Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 3
- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 3
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 3

Operations:

- OP1 **Emissions Inventory and Disclosure** - Institution has completed an inventory to quantify its air pollutant emissions
- OP3 **Building Design and Construction** - Institution incorporates health-promoting features into new buildings
- OP4 **Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system
- OP9 **Landscape Management** - Institution manages grounds organically or in accordance with Integrated Pest Management (IPM) Program
- OP13 **Cleaning and Janitorial Purchasing** - Institution purchases non-toxic cleaning products
- OP15 **Campus Fleet** - Institution purchases and uses fuel efficient and alternative fueled vehicles in its motorized fleet
- OP16 **Commute Modal Split** - Commuters to the institution use low impact means of transportation (e.g., walking, biking, public transit, carpooling)
- OP17 **Support for Sustainable Transportation** - Institution has implemented strategies to encourage sustainable transportation
- OP 18 **Waste Minimization and Diversion** - Institution minimizes its production of waste, diverts materials from landfills and incinerators, and conserves resources by recycling and composting
- OP 19 **Construction and Demolition Waste Diversion** - Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator
- OP20 **Hazardous Waste Management** - Institution establishes strategies to safely dispose of hazardous, special, universal, and non-regulated chemical waste on campus; and/or implements a program to recycle, reuse, and/or refurbish electronic waste

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 3

3 GOOD HEALTH AND WELL-BEING



STARS Alignments

Planning & Administration:

- ★**PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 3
- PA14 Wellness Programs** - Institution provides wellness programs and smoke-free environments
- PA15 Workplace Health and Safety** - Institution reduces workplace injuries and occupational disease cases

Innovation & Leadership:

- IN3 Bicycle Friendly University** - Institution has achieved third party recognition as a bicycle friendly institution
- IN17 Green Cleaning Certification** - Institution's cleaning program or service is third party certified to meet a green cleaning standard
- IN21 Health and Safety Management Certification** - Institution has a third party audited occupational health and safety management system
- IN29 Pest Management Certification** - Institutions's integrated pest management (IPM) program and/or contractor is certified by a third party.
- IN44 Wellbeing Certification** - Institution has been recognized for leadership in health and wellness by a third party

4 QUALITY EDUCATION



Targets

- 4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
- 4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4 QUALITY EDUCATION



Targets

- 4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- 4.A** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- 4.B** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- 4.C** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

STARS Alignments

Academics:

- ★AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 4
- AC2 Learning Outcomes** - Institution has either program-level or institutional sustainability learning outcomes to ensure learners acquire the knowledge and skills needed to contribute to the achievement of SDG 4
- AC3 Undergraduate Program** - Institution has formal undergraduate-level degree program that focuses on sustainability
- AC4 Graduate Program** - Institution has formal graduate-level degree program that focuses on sustainability
- ★AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 4
- AC6 Sustainability Literacy Assessment** - Institution conducts sustainability literacy assessment that focuses on knowledge of sustainability topics and challenges
- AC7 Incentives for Developing Courses** - Institution incentivizes academic staff to expand sustainability course offerings with the specific aim of increasing student knowledge and skills of sustainable development
- ★AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 4
- ★AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 4



STARS Alignments

Academics:

- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 4
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 4

Engagement:

- EN1 Student Educators Program** - Institution has programs that engage students to serve as educators in peer-to-peer sustainability outreach
- EN2 Student Orientation** - Institution promotes sustainable development as an institutional goal by including sustainability in orientation activities and programming
- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 4
- EN4 Outreach Materials and Publications** - Institution produces outreach materials and publications that contribute to the achievement of SDG 4
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 4
- EN6 Assessing Sustainability Culture** - Institution conducts an assessment of campus sustainability culture
- EN7 Employee Educators Program** - Institution engages its employees in sustainability outreach and education with a peer-to-peer sustainability outreach and education program
- EN8 Employee Orientation** - Institution addresses sustainable development topics in new employee orientation and/or in outreach and guidance materials distributed to new employees
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 4
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 4
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 4
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 4
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 4

Operations:

- OP3 Building Design and Construction** - Institution incorporates health-promoting and environmental features into their design and construction projects
- OP4 Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system

4 QUALITY EDUCATION



STARS Alignments

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 4
- PA5 **Diversity and Equity Coordination** - Institution has active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion, and human rights work on campus
- PA6 **Assessing Diversity and Equity** - Institution engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus
- PA7 **Support for Underrepresented Groups** - Institution has programs in place to support vulnerable groups and foster a more diverse and inclusive campus community
- PA8 **Affordability and Access** - Institution has policies and programs to make it accessible and affordable to low-income students, such as awards for need-based aid
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 4

Innovation & Leadership:

- IN6 **Center for Sustainability Across the Curriculum** - Institution serves as regional centers to help increase the accessibility and diversity of sustainability-oriented training for academic staff
- IN27 **Online Sustainability Course** - Institution offers a free, sustainability-focused course on the public internet
- IN30 **Sanctuary Institution** - Institution is formally designated or officially self-declared as an institution of sanctuary that welcomes and supports asylum seekers, refugees, and/or undocumented immigrants
- IN31 **Serving Underrepresented Students** - Institution is formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent
- IN38 **Sustainability Course Designation** - Institution formally designates sustainability courses in its official course catalog or listings
- IN41 **Textbook Affordability** - Institution encourages the creation and use of free and low-cost textbooks
- IN45 **Work College** - Institution requires at least one-half of all full-time students to participate in a comprehensive work-learning-service program

5 GENDER EQUALITY



Targets

- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation



Targets

- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.A Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

STARS Alignments

Academics:

- ★AC1 **Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 5
- ★AC5 **Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 5
- ★AC8 **Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 5
- ★AC9 **Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 5
- ★AC10 **Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 5
- ★AC11 **Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 5

Engagement:

- ★EN3 **Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 5
- ★EN5 **Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 5
- ★EN9 **Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 5

5 GENDER EQUALITY



STARS Alignments

Engagement:

- ★EN10 **Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 5
- ★EN12 **Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 5
- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 5
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 5

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 5
- PA3 **Inclusive and Participatory Governance** - At least 40 percent of the institution's highest governing body are women
- PA5 **Diversity and Equity Coordination** - Institution has active committees, offices, or officers charged by the administration or governing body to coordinate, among many things, equity on campus
- PA6 **Assessing Diversity and Equity** - Institution engaged in a structured assessment process during the previous three years to improve equity on campus
- PA7 **Support for Underrepresented Groups** - Institution has programs in place to support vulnerable groups and foster a more diverse and inclusive campus community
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 5

6 CLEAN WATER AND SANITATION



Targets

- 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6 CLEAN WATER AND SANITATION



Targets

- 6.4** By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
- 6.5** By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- 6.6** By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
- 6.A** By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
- 6.B** Support and strengthen the participation of local communities in improving water and sanitation management

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 6
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 6
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 6
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 6
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 6
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 6

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 6
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 6
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 6
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 6

6 CLEAN WATER AND SANITATION



STARS Alignments

Engagement:

- ★EN12 **Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 6
- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 6
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 6

Operations:

- OP3 **Building Design and Construction** - Institution incorporates environmental features into their design and construction projects
- OP4 **Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system
- OP9 **Landscape Management** - Institution manages grounds organically or in accordance with Integrated Pest Management (IPM) Program
- OP14 **Office Paper Purchasing** - Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content
- OP18 **Waste Minimization and Diversion** - Institution minimizes its production of waste, diverts materials from landfills and incinerators, and conserves resources by recycling and composting
- OP19 **Construction and Demolition Waste Diversion** - Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator
- OP20 **Hazardous Waste Management** - Institution establishes strategies to safely dispose of hazardous, special, universal, and non-regulated chemical waste on campus; and/or implements a program to recycle, reuse, and/or refurbish electronic waste
- OP21 **Water Use** - Institution reduces institutional water use
- OP22 **Rainwater Management** - Institution uses green infrastructure and low impact development practices to help mitigate stormwater runoff impacts and treats rainwater as a resource rather than as a waste product

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 6
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 6

Innovation & Leadership:

- IN19 **Green Laboratory Program** - Institution participates in a green laboratory program that includes water conservation/efficiency
- IN24 **Natural Wastewater Systems** - Institution uses natural wastewater systems to treat and manage its wastewater

6 CLEAN WATER AND SANITATION



STARS Alignments

Innovation & Leadership:

- IN26 Nitrogen Footprint** - Institutions calculates and reports its nitrogen footprint
- IN26 Pest Management Certification** - Institutions's integrated pest management (IPM) program and/or contractor is certified by a third party
- IN26 Stormwater Modeling** - Institution uses stormwater modeling to assess the impact of low impact development (LID) practices and green infrastructure on campus
- IN26 Water Balance** - Institution has calculated a natural water balance for the campus to assess the sustainability of its water withdrawal.

7 AFFORDABLE AND CLEAN ENERGY



Targets

- 7.1** By 2030, ensure universal access to affordable, reliable and modern energy services
- 7.2** By 2030, increase substantially the share of renewable energy in the global energy mix
- 7.3** By 2030, double the global rate of improvement in energy efficiency
- 7.A** By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
- 7.B** By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support

STARS Alignments

Academics:

- ★AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 7
- ★AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 7
- ★AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 7
- ★AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 7



STARS Alignments

Academics:

- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 7
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 7

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 7
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 7
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 7
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 7
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 7
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 7
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 7

Operations:

- OP3 Building Design and Construction** - Institution incorporates environmental features into their design and construction projects
- OP4 Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system
- OP5 Building Energy Consumption** - Institution has reduced its total building energy consumption
- OP6 Clean and Renewable Energy** - Institution uses clean and renewable energy sources
- OP12 Electronics Purchasing** - Institution purchases energy efficient electronics

Planning & Administration:

- ★**PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 7
- ★**PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 7

7 AFFORDABLE AND CLEAN ENERGY



STARS Alignments

Innovation & Leadership:

- IN10 Energy System Certification** - Institution has an energy management system that is certified under ISO 50001 or microgrid certified under PEER
- IN19 Green Laboratory Program** - Institution participates in a green laboratory program that includes energy conservation/efficiency

8 DECENT WORK AND ECONOMIC GROWTH



Targets

- 8.1** Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 percent gross domestic product growth per annum in the least developed countries
- 8.2** Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
- 8.3** Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- 8.4** Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead
- 8.5** By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6** By 2020, substantially reduce the proportion of youth not in employment, education or training
- 8.7** Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
- 8.8** Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
- 8.9** By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
- 8.10** Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
- 8.A** Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries
- 8.B** By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization



STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 8
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 8
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 8
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 8
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 8
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 8

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 8
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 8
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 8
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 8
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 8
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 8
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 8
- EN15 Trademark Licensing** - Institution is a member of the Worker Rights Consortium or the Fair Labor Association

Operations:

- OP7 Food and Beverage Purchasing** - Institution purchases ethically produced food and beverage products
- OP11 Sustainable Procurement** - Institution applies sustainability criteria when making procurement decisions, especially a stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) and a vendor code of conduct or equivalent policy that sets standards for the social responsibility of the institution's business partners

8 DECENT WORK AND ECONOMIC GROWTH



STARS Alignments

Operations:

OP20 Hazardous Waste Management - Institution establishes strategies to safely dispose of hazardous, special, universal, and non-regulated chemical waste on campus; and/or implements a program to recycle, reuse, and/or refurbish electronic waste

Planning & Administration:

★**PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 8

PA7 Support for Underrepresented Groups - Institution has programs in place to support vulnerable groups and foster a more diverse and inclusive campus community

★**PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 8

PA12 Employee Compensation - Institution ensures that their lowest paid workers earn a living wage

PA13 Assessing Employee Satisfaction - Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement

PA15 Workplace Health and Safety - Institution reduces workplace injuries and occupational disease cases

Innovation & Leadership:

IN1 Anchor Institution Network - Institution participates in a network focused on leveraging its place-based resources to enhance the economic and social wellbeing of the surrounding community.

IN12 Fair Trade Campus - Institution is designated as a Fair Trade College or University

IN15 Full-Time Faculty Employment - 85 percent of courses offered by the institution are taught by academic staff who are full-time, tenured, and/or eligible for tenure

IN25 Network for Student Social Innovation - Institution participates in an external network that supports student social innovation and entrepreneurship

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Targets

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries



Targets

- 9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
- 9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities
- 9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
- 9.A Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States 18
- 9.B Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities
- 9.C Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

STARS Alignments

Academics:

- ★AC 1 **Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 9
- ★AC5 **Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 9
- ★AC8 **Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 9
- ★AC9 **Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 9
- ★AC10 **Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 9
- ★AC11 **Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 9

Engagement:

- ★EN3 **Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 9



STARS Alignments

Engagement:

- ★EN5 **Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 9
- ★EN9 **Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 9
- ★EN10 **Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 9
- ★EN12 **Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 9
- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 9
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 9

Operations:

- OP3 **Building Design and Construction** - Institution incorporates environmental features into their design and construction projects
- OP5 **Building Energy Consumption** - Institution reduced its total building energy consumption

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 9
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 9

Innovation & Leadership:

- IN2 **Anchor Institution Network** - Institution participates in a network focused on leveraging its place-based resources to enhance the economic and social wellbeing of the surrounding community
- IN12 **Fair Trade Campus** - Institution is designated as a Fair Trade College or University
- IN25 **Network for Student Social Innovation** - Institution participates in an external network that supports student social innovation

10 REDUCED INEQUALITIES



Targets

- 10.1** By 2030, progressively achieve and sustain income growth of the bottom 40 percent of the population at a rate higher than the national average
- 10.2** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- 10.3** Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- 10.4** Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
- 10.5** Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
- 10.6** Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- 10.7** Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
- 10.A** Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements
- 10.B** Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes
- 10.C** By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

STARS Alignments

Academics:

- ★AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 10
- ★AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 10
- ★AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 10
- ★AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 10
- ★AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 10



STARS Alignments

Academics:

★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 10

Engagement:

★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 10

★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 10

★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 10

★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 10

★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 10

★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 10

★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 10

EN15 Trademark Licensing - Institution is a member of the Worker Rights Consortium or the Fair Labor Association

Operations:

OP7 Food and Beverage Purchasing - Institution purchases ethically produced food and beverage products

OP8 Sustainable Dining - Institution's dining services support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing

OP11 Sustainable Procurement - Institution applies sustainability criteria when making procurement decisions, especially a stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) and a vendor code of conduct or equivalent policy that sets standards for the social responsibility of the institution's business partners

Planning & Administration:

★**PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 10

PA3 Inclusive and Participatory Governance - Institution's governance structure is inclusive and participatory

PA5 Diversity and Equity Coordination - Institution has active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion, and human rights on campus

10 REDUCED INEQUALITIES



STARS Alignments

Planning & Administration:

- PA6 Assessing Diversity and Equity** - Institution engaged in a structured assessment process during the previous three years to improve diversity and equity on campus
- PA7 Support for Underrepresented Groups** - Institution has programs in place to support vulnerable groups and foster a more diverse and inclusive campus community
- PA8 Affordability and Access** - Institution has policies and programs to make it accessible and affordable to low-income students, such as awards for need-based aid
- ★PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 10
- PA12 Employee Compensation** - Institution ensures that their lowest paid workers earn a living wage

Innovation & Leadership:

- IN4 Campus Pride Index** - Institution is recognized for LGBTQ+ friendly practices by a third party
- IN9 Diversity and Equity Recognition** - Institution has been formally recognized for leadership in diversity, equity, and/or inclusion
- IN12 Fair Trade Campus** - Institution is designated as a Fair Trade College or University
- IN28 Pay Scale Equity** - The ratio of the compensation of the highest paid senior administrator to the compensation of the lowest-paid full-time employee is less than 15
- IN30 Sanctuary Institution** - Institution is formally designated or officially self-declared as an institution of sanctuary that welcomes and supports asylum seekers, refugees, and/or undocumented immigrants
- IN31 Serving Underrepresented Students** - Institution is formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent
- IN37 Student Living Wage** - Institution pays student workers a living wage
- IN41 Textbook Affordability** - Institution encourages the creation and use of free and low-cost textbooks

11 SUSTAINABLE CITIES AND COMMUNITIES



Targets

- 11.1** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- 11.2** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- 11.3** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries



Targets

- 11.4** Strengthen efforts to protect and safeguard the world’s cultural and natural heritage
- 11.5** By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- 11.6** By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
- 11.7** By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
- 11.A** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- 11.B** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans toward inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
- 11.C** Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

STARS Alignments

Academics:

- ★AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 11
- ★AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 11
- ★AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 11
- ★AC9 Research and Scholarship** - Institution’s faculty conduct research that contributes to the achievement of SDG 11
- ★AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 11
- ★AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 11

Engagement:

- ★EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 11



STARS Alignments

Engagement:

- ★EN5 **Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 11
- ★EN9 **Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 11
- ★EN10 **Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 11
- ★EN12 **Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 11
- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 11
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 11

Operations:

- OP1 **Emissions Inventory and Disclosure** - Institution has completed an inventory to quantify its air pollutant emissions
- OP3 **Building Design and Construction** - Institution incorporated environmental features into their design and construction projects
- OP4 **Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system
- OP10 **Biodiversity** - Institution has a biodiversity management strategy designed to identify and protect vulnerable ecosystems and species on campus.
- OP16 **Commute Modal Split** - Commuters to the institution use low impact means of transportation (e.g., walking, biking, public transit, carpooling)
- OP17 **Support for Sustainable Transportation** - Institution has implemented strategies to encourage sustainable transportation
- OP18 **Waste Minimization and Diversion** - Institution minimizes its production of waste, diverts materials from landfills and incinerators, and conserves resources by recycling and composting
- OP19 **Construction and Demolition Waste Diversion** - Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator
- OP20 **Hazardous Waste Management** - Institution establishes strategies to safely dispose of hazardous, special, universal, and non-regulated chemical waste on campus; and/or implements a program to recycle, reuse, and/or refurbish electronic waste
- OP22 **Rainwater Management** - Institution uses green infrastructure and low impact development practices to help mitigate stormwater runoff impacts and treats rainwater as a resource rather than as a waste product

11 SUSTAINABLE CITIES AND COMMUNITIES



STARS Alignments

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 11
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 11

Innovation & Leadership:

- IN2 **Anchor Institution Network** - Institution participates in a network focused on leveraging its place-based resources to enhance the economic and social wellbeing of the surrounding community
- IN3 **Bicycle Friendly University** - Institution has achieved third party recognition as a bicycle friendly institution
- IN13 **Fleet Certification** - Institution's motorized vehicle fleet is certified under a program for sustainable fleet management
- IN20 **Grounds Certification** - Institution owns and/or manages land that is certified under a standard for the protection and promotion of biodiversity
- IN35 **Stakeholder Engagement Standard** - Institution follows the principles and best practices defined in the AA1000 Stakeholder Engagement Standard
- IN46 **Zero Waste Certification** - Institution has received Zero Waste certification

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Targets

- 12.1 Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
- 12.2 By 2030, achieve the sustainable management and efficient use of natural resources
- 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
- 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
- 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
- 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle



Targets

- 12.7** Promote public procurement practices that are sustainable, in accordance with national policies and priorities
- 12.8** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
- 12.A** Support developing countries to strengthen their scientific and technological capacity to move toward more sustainable patterns of consumption and production
- 12.B** Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
- 12.C** Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 12
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 12
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 12
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 12
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 12
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 12

Engagement:

- EN1 Student Educators Program** - Institution has programs that engage students to serve as educators in peer-to-peer sustainability outreach
- EN2 Student Orientation** - Institution promotes sustainable development as an institutional goal by including sustainability in orientation activities and programming
- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 12



STARS Alignments

Engagement:

- EN4 Outreach Materials and Publications** - Institution produces outreach materials and publications that contribute to the achievement of SDG 12
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 12
- EN6 Assessing Sustainability Culture** - Institution conducts an assessment of campus sustainability culture
- EN7 Employee Educators Program** - Institution engages its employees in sustainability outreach and education with a peer-to-peer sustainability outreach and education program
- EN8 Employee Orientation** - Institution addresses sustainable development topics in new employee orientation and/or in outreach and guidance materials distributed to new employees
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 12
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 12
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 12
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 12
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 12

Operations:

- OP3 Building Design and Construction** - Institution incorporates health-promoting and environmental features into their design and construction projects
- OP4 Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system
- OP7 Food and Beverage Purchasing** - Institution purchases sustainably or ethically produced products
- OP8 Sustainable Dining** - Institution's dining services support sustainable food systems
- OP9 Landscape Management** - Institution manages grounds organically or in accordance with Integrated Pest Management (IPM) Program
- OP11 Sustainable Procurement** - Institution applies sustainability criteria when making procurement decisions
- OP12 Electronics Purchasing** - Institution purchases electronic products that are EPEAT registered, third party certified by a qualifying organization, or labeled under a single-attribute standard for electrical equipment
- OP13 Cleaning and Janitorial Purchasing** - Institution purchases non-toxic cleaning products and certified green janitorial paper products



STARS Alignments

Operations:

- OP14 Office Paper Purchasing** - Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content
- OP15 Campus Fleet** - Institution purchases and uses fuel efficient and alternative fueled vehicles in its motorized fleet
- OP18 Waste Minimization and Diversion** - Institution minimizes its production of waste, diverts materials from landfills and incinerators, and conserves resources by recycling and composting
- OP19 Construction and Demolition Waste Diversion** - Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator
- OP20 Hazardous Waste Management** - Institution establishes strategies to safely dispose of hazardous, special, universal, and non-regulated chemical waste on campus; and/or implements a program to recycle, reuse, and/or refurbish electronic waste

Planning & Administration:

- ★**PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 12
- ★**PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc. that contributes to the achievement of SDG 12

Innovation & Leadership:

- IN32 Single-Use Plastic Ban** - Institution has banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic
- IN34 Spend Analysis** - Institution has conducted a spend analysis to assess the sustainability impacts of its purchasing.
- IN46 Zero Waste Certification** - Institution has received Zero Waste certification.



Targets

- 13.1** Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- 13.2** Integrate climate change measures into national policies, strategies and planning
- 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning



Targets

- 13.A** Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- 13.B** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 13
- AC2 Learning Outcomes** - Institution has either program-level or institutional sustainability learning outcomes to ensure learners acquire the knowledge and skills needed to contribute to the achievement of SDG 13
- AC3 Undergraduate Program** - Institution has formal undergraduate-level degree program that focuses on climate change
- AC4 Graduate Program** - Institution has formal graduate-level degree program that focuses on climate change
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 13
- AC6 Sustainability Literacy Assessment** - Institution conducts sustainability literacy assessment that focuses on knowledge of sustainability and climate change topics and challenges
- AC7 Incentives for Developing Courses** - Institution incentivizes academic staff to expand sustainability course offerings with the specific aim of increasing student knowledge and skills of climate change
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 13
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 13
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 13
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 13



STARS Alignments

Engagement:

- EN1 Student Educators Program** - Institution has programs that engage students to serve as educators in peer-to-peer sustainability outreach
- EN2 Student Orientation** - Institution promotes combating climate change as an institutional goal by including sustainability in orientation activities and programming
- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 13
- EN4 Outreach Materials and Publications** - Institution produces outreach materials and publications that contribute to the achievement of SDG 13
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 13
- EN6 Assessing Sustainability Culture** - Institution conducts an assessment of campus sustainability culture in order to evaluate the success of their outreach and education initiatives that address climate change
- EN7 Employee Educators Program** - Institution engages its employees in sustainability outreach and education with a peer-to-peer sustainability outreach and education program
- EN8 Employee Orientation** - Institution addresses climate change topics in new employee orientation and/or in outreach and guidance materials distributed to new employees
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 13
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 13
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 13
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 13
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 13

Operations:

- OP1 Emissions Inventory and Disclosure** - Institution has completed an inventory to quantify its greenhouse gas emissions
- OP2 Greenhouse Gas Emissions** - Institution reduced their adjusted net Scope 1 and Scope 2 greenhouse gas (GHG) emissions
- OP6 Clean and Renewable Energy** - Institution supports the development and use of clean and renewable energy sources
- OP15 Campus Fleet** - Institution purchases and uses fuel efficient and alternative fueled vehicles in its motorized fleet
- OP 16 Commute Modal Split** - Commuters to the institution use low impact means of transportation (e.g., walking, biking, public transit, carpooling)

13 CLIMATE ACTION



STARS Alignments

Operations:

OP17 Support for Sustainable Transportation - Institution has implemented strategies to encourage sustainable transportation

Planning & Administration:

★PA2 Sustainability Planning - Institution has adopted plans with measurable objectives that address SDG 13

★PA10 Sustainable Investment - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 13

Innovation & Leadership:

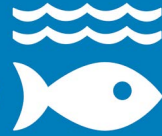
IN5 Carbon Mitigation Project Development - Institution is developing offset projects beyond campus boundaries

14 LIFE BELOW WATER



Targets

- 14.1** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
- 14.2** By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
- 14.3** Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
- 14.4** By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
- 14.5** By 2020, conserve at least 10 percent of coastal and marine areas, consistent with national and international law and based on the best available scientific information
- 14.6** By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation



Targets

- 14.7** By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
- 14.A** Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries
- 14.B** Provide access for small-scale artisanal fishers to marine resources and markets
- 14.C** Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 14
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 14
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 14
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 14
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 14
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 14

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 14
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 14
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 14
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 14



STARS Alignments

Engagement:

- ★EN12 **Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 14
- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 14
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 14

Operations:

- OP7 **Food and Beverage Purchasing** - Institution purchases sustainably produced products (including seafood).
- OP9 **Landscape Management** - Institution manages grounds organically or in accordance with Integrated Pest Management (IPM) Program
- OP 18 **Waste Minimization and Diversion** - Institution minimizes its production of waste, diverts materials from landfills and incinerators, and conserves resources by recycling and composting
- OP 19 **Construction and Demolition Waste Diversion** - Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator
- OP20 **Hazardous Waste Management** - Institution establishes strategies to safely dispose of hazardous, special, universal, and non-regulated chemical waste on campus; and/or implements a program to recycle, reuse, and/or refurbish electronic waste
- OP22 **Rainwater Management** - Institution uses green infrastructure and low impact development practices to help mitigate stormwater runoff impacts and treats rainwater as a resource rather than as a waste product

Planning & Administration:

- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 14
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 14

Innovation & Leadership:

- IN24 **Natural Wastewater Systems** - Institution uses natural wastewater systems to treat and manage its wastewater
- IN26 **Nitrogen Footprint** - Institutions calculates and reports its nitrogen footprint
- IN29 **Pest Management Certification** - Institutions's integrated pest management (IPM) program and/or contractor is certified by a third party.
- IN32 **Single-Use Plastic Ban** - Institution has banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic
- IN36 **Stormwater Modeling** - Institution uses stormwater modeling to assess the impact of low impact development (LID) practices and green infrastructure on campus



Targets

- 15.1** By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- 15.2** By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
- 15.3** By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
- 15.4** By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
- 15.5** Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
- 15.6** Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed
- 15.7** Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
- 15.8** By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species
- 15.9** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
- 15.A** Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems
- 15.B** Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation
- 15.C** Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

STARS Alignments

Academics:

- ★AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 15
- ★AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 15
- ★AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 15



STARS Alignments

Academics:

- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 15
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 15
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 15

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 15
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 15
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 15
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 15
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 15
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 15
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 15

Operations:

- OP3 Building Design and Construction** - Institution incorporates environmental features into their design and construction projects
- OP4 Building Operations and Maintenance** - Institution operates and maintains buildings in accordance with a sustainable management policy/program and/or a green building rating system
- OP7 Food and Beverage Purchasing** - Institution purchases sustainably produced food and beverage products
- OP9 Landscape Management** - Institution manages grounds organically or in accordance with Integrated Pest Management (IPM) Program
- OP10 Biodiversity** - Institution has a biodiversity management strategy designed to identify vulnerable ecosystems and species on campus and prevent, manage, and/or remediate damage to natural habitats and sensitive areas
- OP14 Office Paper Purchasing** - Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content

15 LIFE ON LAND



STARS Alignments

Planning & Administration:

- ★**PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 15
- ★**PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 15

Innovation & Leadership:

- IN20 Grounds Certification** - Institution owns and/or manages land that is certified under a standard for the protection and promotion of biodiversity
- IN29 Pest Management Certification** - Institution's integrated pest management (IPM) program and/or contractor is certified by a third party

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Targets

- 16.1** Significantly reduce all forms of violence and related death rates everywhere
- 16.2** End abuse, exploitation, trafficking and all forms of violence against and torture of children
- 16.3** Promote the rule of law at the national and international levels and ensure equal access to justice for all
- 16.4** By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- 16.5** Substantially reduce corruption and bribery in all their forms
- 16.6** Develop effective, accountable and transparent institutions at all levels
- 16.7** Ensure responsive, inclusive, participatory and representative decision-making at all levels
- 16.8** Broaden and strengthen the participation of developing countries in the institutions of global governance
- 16.9** By 2030, provide legal identity for all, including birth registration
- 16.10** Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- 16.A** Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
- 16.B** Promote and enforce non-discriminatory laws and policies for sustainable development



STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 16
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 16
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 16
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 16
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 16
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 16

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 16
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 16
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 16
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 16
- EN11 Inter-Campus Collaboration** - Institution collaborates with other colleges and universities
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 16
- ★**EN13 Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 16
- ★**EN14 Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 16

Planning & Administration:

- ★**PA2 Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 16
- PA3 Inclusive and Participatory Governance** - Institution's governance structure is inclusive and participatory
- PA4 Reporting Assurance** - Institution engages in comprehensive data quality and assurance process before submitting a STARS report

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



STARS Alignments

Planning & Administration:

- PA5 Diversity and Equity Coordination** - Institution has active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion, and human rights on campus
- PA9 Committee on Investor Responsibility** - Institutions has an established and active committee on investor responsibility with multi-stakeholder representation
- ★**PA10 Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 16
- PA11 Investment Disclosure** - Institution regularly makes their investment holdings publicly available

Innovation & Leadership:

- IN1 Academy-Industry Connections** - Institution has published policies or guidelines governing industry-sponsored research that preserve academic freedom, autonomy and integrity, and manage potential conflicts of interest
- IN11 External Reporting Assurance** - Institution's STARS assurance process includes an external audit
- IN35 Stakeholder Engagement Standard** - Institution follows the principles and best practices defined in the AA1000 Stakeholder Engagement Standard
- IN42 Voter Education and Support** - Institution has earned external recognition for preparing students to play an informed and active role as citizens and voters

17 PARTNERSHIPS FOR THE GOALS



Targets

Finance

- 17.1** Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection
- 17.2** Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries ODA providers are encouraged to consider setting a target to provide at least 0.20 percent of ODA/GNI to least developed countries
- 17.3** Mobilize additional financial resources for developing countries from multiple sources
- 17.4** Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress
- 17.5** Adopt and implement investment promotion regimes for least developed countries



Technology

- 17.6** Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism
- 17.7** Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed
- 17.8** Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology

Capacity building

- 17.9** Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation

Trade

- 17.10** Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda
- 17.11** Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020
- 17.12** Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

- 17.13** Enhance global macroeconomic stability, including through policy coordination and policy coherence
- 17.14** Enhance policy coherence for sustainable development
- 17.15** Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

- 17.16** Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries
- 17.17** Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships



Targets

Data, monitoring and accountability

- 17.18** By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts
- 17.19** By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

STARS Alignments

Academics:

- ★**AC1 Academic Courses** - Institution offers sustainability courses that provide students with the knowledge and skills to contribute to the achievement of SDG 17
- ★**AC5 Immersive Experience** - Institution offers a sustainability-focused immersive educational program that contributes to the achievement of SDG 17
- ★**AC8 Campus as a Living Laboratory** - Institution has an applied student learning project that contributes to the achievement of SDG 17
- ★**AC9 Research and Scholarship** - Institution's faculty conduct research that contributes to the achievement of SDG 17
- ★**AC10 Support for Sustainability Research** - Institution has programs in place that encourage research related to SDG 17
- ★**AC11 Open Access to Research** - Institution facilitates access to research that contributes to the achievement of SDG 17

Engagement:

- ★**EN3 Student Life** - Institution has co-curricular programs and initiatives that contribute to the achievement of SDG 17
- ★**EN5 Outreach Campaign** - Institution sponsors outreach campaign that contributes to the achievement of SDG 17
- ★**EN9 Staff Professional Development and Training** - Staff member has participated in professional development/training opportunity that contributes to the achievement of SDG 17
- ★**EN10 Community Partnerships** - Institution has community partnerships that contribute to the achievement of SDG 17
- EN11 Inter-Campus Collaboration** - Institution collaborates with other colleges and universities
- ★**EN12 Continuing Education** - Institution offers sustainability courses that provide community members with the knowledge and/or skills to contribute to the achievement of SDG 17



STARS Alignments

Engagement:

- ★EN13 **Community Service** - Institution's students and/or employees participate in community service that contributes to the achievement of SDG 17
- ★EN14 **Participation in Public Policy** - Institution advocates for public policies that contribute to the achievement of SDG 17

Planning & Administration:

- PA1 **Sustainability Coordination** - Institution has active committees, offices, or officers charged by the administration or board of trustees to coordinate sustainability work on campus and ensure institution-wide collaboration
- ★PA2 **Sustainability Planning** - Institution has adopted plans with measurable objectives that address SDG 17
- ★PA10 **Sustainable Investment** - Institution invests in a fund/initiative/business/etc that contributes to the achievement of SDG 17

Innovation & Leadership:

- IN1 **Academy-Industry Connections** - Institution has published policies or guidelines governing industry-sponsored research that preserve academic freedom, autonomy and integrity, and manage potential conflicts of interest
- IN2 **Anchor Institution Network** - Institution participates in a network focused on leveraging its place-based resources to enhance the economic and social wellbeing of the surrounding community
- IN12 **Fair Trade Campus** - Institution is designated as a Fair Trade College or University
- IN22 **Hospital Network** - Institution participates in a network to improve the sustainability performance of hospitals
- IN25 **Network for Student Social Innovation** - Institution participates in an external network that supports student social innovation
- IN37 **Student Living Wage** - Institution pays student workers a living wage.
- IN40 **Sustainability Projects Fund** - Institution has a dedicated fund to support campus sustainability projects.

Appendix B:

SDG → STARS Alignment Matrix

This appendix shows which of the UN Sustainable Development Goals (SDGs) are related to each individual credit within the Sustainability Tracking, Assessment & Rating System (STARS). Please see the [STARS Technical Manual](#) for detailed criteria and definitions associated with each STARS credit.

Academics (AC)

Curriculum



- AC1 Academic Courses** - This credit recognizes institutions that offer sustainability course content across the curriculum.
- All SDGs** - Academic courses can provide students with the knowledge and skills required to contribute to any of the SDGs. Completing an inventory of an institution's sustainability course offerings, as required for those pursuing this credit, provides an opportunity to identify which SDGs are addressed by each course.
- AC2 Learning Outcomes** - This credit recognizes institutions with sustainability learning outcomes associated with program degrees and/or courses of study.
- Goal #4** - Institutions can help ensure that learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) with either program-level or institutional sustainability learning outcomes.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) with either program-level or institutional sustainability learning outcomes related to climate change.
- AC3 Undergraduate Program** - This credit recognizes institutions that have formal, undergraduate-level degree programs focused on sustainability.
- Goal #4** - Institutions can help ensure that learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) with a formal undergraduate-level degree program that focuses on sustainability.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) with a formal undergraduate-level degree program that focuses on climate change.
- AC4 Graduate Program** - This credit recognizes institutions that have formal, graduate academic degree programs focused on sustainability.
- Goal #4** - Institutions can help ensure that learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) with a formal graduate-level degree program that focuses on sustainability.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) with a formal graduate-level degree program that focuses on climate change.

Curriculum



AC5 Immersive Experience - This credit recognizes institutions that offer sustainability-focused immersive experience programs.

All SDGs - The diversity of potential immersive experiences offered means that this credit could contribute to any of the 17 SDGs. Reviewing an institution's immersive experiences provides an opportunity to identify which SDG targets are addressed.

AC6 Sustainability Literacy Assessment - This credit recognizes institutions that are assessing the sustainability literacy of their students.

Goal #4 - Institutions can help ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by conducting a sustainability literacy assessment.

Goal #13 - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by conducting a sustainability literacy assessment that includes a focus on knowledge of climate change.

AC7 Incentives for Developing Courses - This credit recognizes institutions that offer incentives to help academic staff expand sustainability course offerings.

Goal #4 - Institutions can help ensure that learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by incentivizing academic staff to expand sustainability course offerings.

Goal #13 - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by incentivizing academic staff to expand course offerings related to climate change.

AC8 Campus as a Living Laboratory - This credit recognizes institutions that utilize their infrastructure and operations as living environments for multidisciplinary learning and applied research that advances sustainability on campus.

All SDGs - The diversity of potential living laboratory experiences offered means that this credit could contribute to any of the 17 SDGs. Reviewing an institution's living laboratory experiences provides an opportunity to identify which SDG targets are addressed.

Research



AC9 Research and Scholarship - This credit recognizes institutions where employees are conducting research and other forms of scholarship on sustainability topics.

All SDGs - An institution's researchers can contribute to any of the 17 SDGs. Completing an inventory of an institution's sustainability research, as required for those pursuing this credit, provides an opportunity to identify which SDG targets are addressed.

Research



AC10 Support for Sustainability Research - This credit recognizes institutions that have programs in place to encourage students and academic staff to research sustainability.

All SDGs - Institutions can contribute to any of the 17 SDGs by having programs in place to encourage students and academic staff to research sustainability. For example, an institution could have a program that supports research for all the SDGs or one specific to Marine Life (Goal #14). Completing an inventory of an institution's programs that support sustainability research provides an opportunity to identify which SDG targets are addressed.

AC11 Open Access to Research - This credit recognizes institutions that have repository programs and policies in place to facilitate open access to new peer-reviewed research and scholarship.

All SDGs - Institutions can contribute to any of the 17 SDGs by facilitating access to research that relates to an SDG.

Engagement (EN)

Campus Engagement



EN1 Student Educators Program - This credit recognizes institutions with programs that engage students to serve as educators in peer-to-peer sustainability outreach.

Goal #4 - Institutions can help ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by having programs that engage students to serve as educators in peer-to-peer sustainability outreach.

Goal #12 - Institutions can help ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature (target 12.8) by having programs that engage students to serve as educators in peer-to-peer sustainability outreach.

Goal #13 - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by having programs that engage students to serve as educators in peer-to-peer sustainability outreach.

EN2 Student Orientation - This credit recognizes institutions that include sustainability in orientation activities and programming.

Goal #4 - Institutions can help ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by including sustainability in orientation activities and programming.

Goal #12 - Institutions can help ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature (target 12.8) by including sustainability in orientation activities and programming.

Goal #13 - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by including sustainability in orientation activities and programming.



- EN3 Student Life** - This credit recognizes institutions that have co-curricular programs and initiatives that contribute to students learning about sustainability outside of the formal classroom.
- All SDGs** - The diversity of co-curricular programs and initiatives offered means that pursuing this credit can provide students with the knowledge and skills required to directly contribute to any of the 17 SDGs' targets. Reviewing an institution's co-curricular programs and initiatives provides an opportunity to identify which SDG targets are addressed.
- EN4 Outreach Materials and Publications** - This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability outside of the formal classroom.
- Goal #4** - Institutions ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by producing outreach materials and publications.
- Goal #12** - Institutions can help ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature (target 12.8) by producing outreach materials and publications.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by producing outreach materials and publications.
- EN5 Outreach Campaign** - This credit recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing their sustainability performance (e.g., a reduction in energy or water consumption).
- All SDGs** - The diversity of potential outreach campaigns means that pursuing this credit can provide students with the knowledge and skills required to contribute to any of the 17 SDGs. Reviewing an institution's outreach campaigns provides an opportunity to identify which SDG targets are addressed.
- EN6 Assessing Sustainability Culture** - This credit recognizes institutions that are assessing the sustainability culture of the campus community.
- Goal #4** - Institutions can help ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by conducting an assessment of campus sustainability culture in order to evaluate the success of their outreach and education initiatives.
- Goal #12** - Institutions can help ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature (target 12.8) by conducting an assessment of campus sustainability culture in order to evaluate the success of their outreach and education initiatives.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by conducting an assessment of campus sustainability culture in order to evaluate the success of their outreach and education initiatives.

Campus Engagement



- EN 7 Employee Educators Program** - This credit recognizes institutions that coordinate programs in which employees educate and mobilize their peers around sustainability initiatives and programs.
- Goal #4** - Institutions can help ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) by engaging its employees in a peer-to-peer sustainability outreach and education program.
- Goal #12** - Institutions can help ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature (target 12.8) by engaging its employees in a peer-to-peer sustainability outreach and education program.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) by engaging its employees in a peer-to-peer sustainability outreach and education program.
- EN 8 Employee Orientation** - This credit recognizes institutions that contribute to sustainability issues during new employee orientation.
- Goal #4** - Institutions can help ensure that all learners acquire the knowledge and skills needed to promote sustainable development (target 4.7) in new employee orientation and/or in outreach and guidance materials distributed to new employees.
- Goal #12** - Institutions can help ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature (target 12.8) in new employee orientation and/or in outreach and guidance materials distributed to new employees.
- Goal #13** - Institutions can improve education and raise awareness regarding climate change mitigation, adaptation, impact reduction and early warning (target 13.3) in new employee orientation and/or in outreach and guidance materials distributed to new employees.
- EN 9 Staff Professional Development and Training** - This credit recognizes institutions that ensure that staff members have the opportunity to participate in professional development and training opportunities in sustainability.
- All SDGs** - The diversity of potential professional development and training opportunities in sustainability means that pursuing this credit can provide staff with the knowledge and skills required to directly contribute to any of the 17 SDGs. Reviewing an institution's staff professional development experiences and trainings provides an opportunity to identify which SDG targets are addressed.

Public Engagement



- EN 10 Community Partnerships** - This credit recognizes institutions that have developed campus-community partnerships to advance sustainability.
- All SDGs** - The diversity of community partnerships to advance sustainability means that pursuing this credit can directly contribute to any of the 17 SDGs. Reviewing an institution's community partnerships provides an opportunity to identify which SDG targets are addressed.



- EN 11 Inter-Campus Collaboration** - This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly.
- Goal #16** - Institutions can increase institutional effectiveness (target 16.6) by collaborating with other colleges and universities.
- Goal #17** - Institutions can support effective public, public-private and civil society partnerships (target 17.17) by collaborating with other colleges and universities.
- EN 12 Continuing Education** - This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community.
- All SDGs** - Continuing education sustainability courses related to any of the 17 SDGs can provide students with the knowledge and skills required to contribute to a SDG target. Completing an inventory of an institution's continuing education sustainability course offerings, as required for those pursuing this credit, provides an opportunity to identify which SDG targets are addressed.
- EN 13 Community Service** - This credit recognizes institutions that engage their students and employees in community service.
- All SDGs** - The diversity of potential community service opportunities means that pursuing this credit can directly contribute to any of the 17 SDG. Reviewing an institution's community service activities provides an opportunity to identify which SDG targets are addressed.
- EN 14 Participation in Public Policy** - This credit recognizes institutions that promote sustainability through public policy advocacy.
- All SDGs** - The diversity of potential public policies for which institutions can advocate means that pursuing this credit can directly contribute to any of the 17 SDG. Reviewing an institution's advocacy efforts provides an opportunity to identify which SDG targets are addressed.
- EN 15 Trademark Licensing** - This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing their name is produced under fair conditions.
- Goal #1** - Institutions can contribute to SDG 1's focus on eradicating poverty by ensuring that apparel bearing their name is produced by workers with secure livelihoods.
- Goal #8** - Institutions can protect labour rights and promote safe and secure working environments for all workers (target 8.8) by ensuring that apparel bearing their name is produced under fair conditions.
- Goal #10** - Institutions can contribute to SDG 10's focus on reducing inequality by ensuring that apparel bearing their name is produced under fair conditions.

Operations (OP)

Air & Climate



- OP 1 Emissions Inventory and Disclosure** - This credit recognizes institutions that are accounting for and publicly disclosing the greenhouse gas and air pollutant emissions that result from institutional activities.
- Goal #3** - Institutions can contribute to reducing the number of deaths and illnesses from air pollution (target 3.9) by completing an inventory to quantify air pollutant emissions.
- Goal #11** - Institutions can help reduce the adverse per capita environmental impact of cities by paying special attention to air quality (target 11.6) and completing an air pollutant emissions inventory.
- Goal #13** - Institutions can contribute to SDG 13's focus on combating climate change and its impacts by completing an inventory to quantify greenhouse gas (GHG) emissions.
- OP 2 Greenhouse Gas Emissions** - This credit recognizes institutions that have reduced their adjusted net Scope 1 and Scope 2 GHG emissions.
- Goal #13** - Institutions can contribute to SDG 13's focus on combating climate change and its impacts by reducing GHG emissions.

Buildings



- OP 3 Building Design and Construction** - This credit recognizes institutions that have incorporated sustainability features into their design and construction projects.
- Goal #3** - Institutions can promote well-being (target 3.4) by incorporating environmental features into their design and construction projects.
- Goal #4** - Institutions can help provide safe, nonviolent, inclusive and effective learning environments for all (target 4.A) by incorporating environmental features into their design and construction projects.
- Goal #6** - Institutions can increase water-use efficiency (target 6.4) by incorporating water-saving features into their design and construction projects.
- Goal #7** - Institutions can improve energy efficiency (target 7.3) by incorporating energy efficient features into their design and construction projects.
- Goal #9** - Institutions can contribute to upgrading infrastructure and retrofitting industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes (target 9.4) by incorporating environmental features into their design and construction projects.
- Goal #11** - Institutions can help reduce the adverse per capita environmental impact of cities (target 11.6) by incorporating environmental features into their design and construction projects.
- Goal #12** - Institutions can contribute to achieving sustainable management and efficient use of natural resources (target 12.2) by incorporating environmental features into their design and construction projects.
- Goal #15** - Institutions can contribute to the conservation, restoration and sustainable use of terrestrial ecosystems and their services (target 15.1) by incorporating environmental features into their design and construction projects and using sustainably sourced materials, such as certified wood.

Buildings



OP 4 Building Operations and Maintenance - This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment.

Goal #3 - Institutions can promote mental health and well-being (target 3.4) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system to ensure their buildings are safe, healthy, and productive spaces for the campus community.

Goal #4 - Institutions can provide safe, nonviolent, inclusive and effective learning environments for all (target 4.A) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system to ensure their buildings are safe, healthy, and productive spaces for the campus community.

Goal #6 - Institutions can improve water quality by increasing recycling and safe reuse (target 6.3) and increase water-use efficiency (target 6.4) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system to reduce water consumption.

Goal #7 - Institutions can improve energy efficiency (target 7.3) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system to improve energy efficiency.

Goal #11 - Institutions can reduce the adverse per capita environmental impact of cities (target 11.6) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system.

Goal #12 - Institutions can contribute to achieving the sustainable management and efficient use of natural resources (target 12.2) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system.

Goal #15 - Institutions can contribute to the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services (target 15.1) by operating and maintaining buildings in accordance with a sustainable management policy/program and/or a green building rating system that encourages the use of sustainably sourced materials, such as certified wood.

Energy



OP 5 Building Energy Consumption - This credit recognizes institutions that have reduced their building energy usage.

Goal #7 - Institutions can improve energy efficiency (target 7.3) by investing in building efficiency.

Goal #9 - Institutions can contribute to upgrading infrastructure and retrofitting industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes (target 9.4) by investing in building efficiency.

Energy



OP 6 Clean and Renewable Energy - This credit recognizes institutions that support the development and use of energy from clean and renewable sources.

Goal #7 - Institutions can contribute to increasing the share of renewable energy in the global energy mix (target 7.2) by supporting the development and use of clean and renewable energy sources.

Goal #13 - Institutions can contribute to SDG 13's focus on combating climate change and its impacts by supporting the development and use of clean and renewable energy sources.

Food & Dining



OP 7 Food and Beverage Purchasing - This credit recognizes institutions that are supporting sustainable food systems through their food and beverage purchases.

Goal #1 - Institutions can contribute to SDG 1's focus on eradicating poverty by purchasing food and beverage items that meet Fair Trade and labor standards.

Goal #2 - Institutions can support sustainable food production systems (target 2.4) by prioritizing the purchase of plant-based and sustainably or ethically produced food and beverage items.

Goal #8 - Institutions can support decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises (target 8.3) by purchasing sustainably or ethically produced food and beverage items that meet the listed fair trade and labor standards that support improved conditions for farm workers and secure livelihoods for farmers.

Goal #10 - Institutions can contribute to ensuring equal opportunity and reducing inequalities of outcome (target 10.3) by purchasing sustainably or ethically produced food and beverage items that meet the listed fair trade and labor standards that support improved conditions for farm workers and secure livelihoods for farmers.

Goal #12 - Institutions can contribute to SDG 12's focus on sustainable consumption and production patterns by prioritizing the purchase of plant-based and sustainably or ethically produced food and beverage items.

Goal #14 - Institutions can reduce marine pollution (target 14.1), contribute to the effective regulation of harvesting, and end destructive fishing practices (target 14.4) by purchasing sustainably harvested fish and sustainability produced food and beverage items.

Goal #15 - Institutions can contribute to SDG 15's focus on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems, sustainably managing forests, combating desertification, and halting and reversing land degradation and halting biodiversity loss by purchasing sustainably produced food and beverage items.

Food & Dining



OP 8 Sustainable Dining - This credit recognizes institutions that are supporting sustainable food systems and minimizing the impacts of their dining service operations.

Goal #1 - Institutions can contribute to SDG 1's focus on eradicating poverty by supporting disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.

Goal #2 - Institutions can support sustainable food production systems (target 2.4) by supporting sustainable food systems and minimizing the impacts of their dining service operations.

Goal #10 - Institutions can contribute to ensuring equal opportunity and reducing inequalities of outcome (target 10.3) by supporting disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.

Goal #12 - Institutions can contribute to SDG 12's focus on sustainable consumption and production patterns by supporting sustainable food systems and minimizing the impacts of their dining service operations.

Goal #15 - Institutions can contribute to SDG 15's focus on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems, sustainably managing forests, combating desertification, and halting and reversing land degradation and halting biodiversity loss by providing low-impact dining options, promoting plant-forward options, educating about sustainable food choices, or minimizing waste according to the listed criteria in order to support sustainable food systems.

Grounds



OP 9 Landscape Management - This credit recognizes institutions that manage their grounds sustainably.

Goal #3 - Institutions can reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination (target 3.9) by managing grounds organically or in accordance with an Integrated Pest Management (IPM) Program.

Goal #6 - Institutions can reduce pollution and minimize the release of hazardous chemicals and materials (target 6.3) by managing grounds organically or in accordance with an Integrated Pest Management (IPM) Program.

Goal #15 - Institutions can reduce the degradation of natural habitats, halt the loss of biodiversity, and protect and prevent the extinction of threatened species (target 15.5) by managing grounds organically or in accordance with an Integrated Pest Management (IPM) Program.

OP 10 Biodiversity - This credit recognizes institutions that have a biodiversity management strategy designed to identify vulnerable ecosystems and species on campus and prevent, manage, and/or remediate damage to natural habitats and sensitive areas.

Goal #15 - Institutions can contribute to SDG 15's focus on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems; halting and reversing land degradation; and halting biodiversity loss by having a biodiversity management strategy designed to identify vulnerable ecosystems and species on campus and prevent, manage, and/or remediate damage to natural habitats and sensitive areas.



OP 11 Sustainable Procurement - This credit recognizes institutions that apply sustainability criteria when making procurement decisions.

Goal #1 - Institutions can contribute to SDG 1's focus on eradicating poverty by adopting sustainable procurement policies that include a stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) and/or a vendor code of conduct.

Goal #8 - Institutions can support decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises (target 8.3) by adopting sustainable procurement policies that include a stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs).

Goal #10 - Institutions can contribute to SDG 10's focus on reducing inequality within and among countries by adopting sustainable procurement policies that include a stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs).

Goal #12 - Institutions can contribute to SDG 12's focus on sustainable consumption and production patterns by applying sustainability criteria when making procurement decisions.

Goal #15 - Institutions can contribute to SDG 15's focus on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems; halting and reversing land degradation; and halting biodiversity loss by applying sustainability criteria, such as a stated preference for FSC-certified and recycled products, which reduce the need to extract virgin resources.

OP 12 Electronics Purchasing - This credit recognizes institutions that are supporting markets for environmentally preferable computers and other electronic products.

Goal #7 - Institutions can improve energy efficiency (target 7.3) by purchasing electronic products that are certified as energy efficient.

Goal #12 - Institutions can contribute to SDG 12's focus on sustainable consumption and production patterns by purchasing electronic products that are certified under sustainability standards.

Goal #15 - Institutions can contribute to SDG 15's focus on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems; halting and reversing land degradation; and halting biodiversity loss by purchasing electronics that are certified under sustainability standards that prioritize use of recycled inputs and reduce the need to extract virgin resources.

OP 13 Cleaning and Janitorial Purchasing - This credit recognizes institutions that purchase green cleaning and janitorial products.

Goal #3 - Institutions can reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination (target 3.9) by purchasing non-toxic cleaning products.

Goal #12 - Institutions can contribute to SDG 12's focus on sustainable consumption and production patterns by purchasing non-toxic cleaning products and certified green janitorial paper products.

Goal #15 - Institutions can contribute to ensuring the conservation, restoration and sustainable use of terrestrial ecosystems and their services (target 15.1) by purchasing certified green janitorial paper products.

Purchasing



OP 14 Office Paper Purchasing - This credit recognizes institutions that purchase recycled-content and third-party certified office paper.

Goal #6 - Institutions can improve water quality by reducing pollution and minimizing the release of hazardous chemicals and materials (target 6.3) that is associated with the extraction of resources and production of brand-new paper by purchasing office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

Goal #12 - Institutions can contribute to SDG 12's focus on sustainable consumption and production patterns by purchasing office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

Goal #15 - Institutions can promote the implementation of sustainable management of all types of forests, halt deforestation (target 15.2), and reduce the degradation of natural habitats (target 15.5) by purchasing office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content, which support the market for environmentally preferable paper and contributes to conservation of water, energy, and virgin forest.

Transportation



OP 15 Campus Fleet - This credit recognizes institutions that use cleaner fuels and fuel-efficient vehicles.

Goal #3 - Institutions can reduce air pollution (target 3.9) by purchasing and using fuel efficient and alternative fueled vehicles.

Goal #12 - Institutions can contribute to the efficient use of natural resources (target 12.2) by using cleaner fuels and fuel-efficient vehicles in their campus fleet.

Goal #13 - Institutions can combat climate change by using fuel efficient and alternative fueled vehicles.

OP 16 Commute Modal Split - This credit recognizes institutions where students and employees use alternatives to conventional single-occupancy vehicles to travel to and from the institution.

Goal #3 - Institutions can reduce air pollution (target 3.9) by developing campus transportation systems that reduce use of single occupancy vehicles for commuting.

Goal #11 - Institutions can provide access to safe, affordable, accessible, and sustainable transport systems and improve road safety (target 11.2) by developing campus transportation systems that reduce use of single occupancy vehicles for commuting.

Goal #13 - Institutions can combat climate change by developing campus transportation systems that reduce use of single occupancy vehicles for commuting.

Transportation



OP 17 Support for Sustainable Transportation - This credit recognizes institutions that support active transportation and more sustainable commuting options for their students and employees in ways that may not be reflected in commute modal split.

Goal #3 - Institutions can reduce air pollution and contamination (target 3.9) and promote well-being (target 3.4) by implementing strategies to encourage more sustainable modes of transportation.

Goal #11 - Institutions can provide access to safe, affordable, accessible and sustainable transport systems for all and improve road safety (target 11.2) by implementing strategies to encourage more sustainable modes of transportation.

Goal #13 - Institutions can combat climate change through strategies to encourage more sustainable modes of transportation.

Waste



OP 18 Waste Minimization and Diversion - This credit recognizes institutions that are minimizing their production of waste, diverting materials from landfills and incinerators, and conserving resources by recycling and composting.

Goal #3 - Institutions can reduce air pollution (target 3.9) by minimizing their production of waste and diverting waste from landfills and/or incinerators.

Goal #6 - Institutions can improve water quality by reducing pollution, eliminating dumping, and minimizing release of hazardous chemicals and materials (target 6.3) by minimizing their production of waste and diverting waste from landfills and/or incinerators.

Goal #11 - Institutions can help reduce the adverse per capita environmental impact of cities (target 11.6) by minimizing their production of waste and diverting waste from landfills and/or incinerators.

Goal #12 - Institutions can contribute to reduce waste generation through prevention, reduction, recycling and reuse (target 12.5) by minimizing their production of waste and diverting waste from landfills and/or incinerators.

Goal #14 - Institutions can prevent and reduce marine pollution (target 14.1) by minimizing their production of waste and diverting waste from landfills and/or incinerators.

Goal #15 - Institutions can reduce the degradation of natural habitats (target 15.5) by minimizing their production of waste and diverting waste from landfills and/or incinerators, therefore avoiding the need to extract virgin materials for new products.

OP 19 Construction and Demolition Waste Diversion - This credit recognizes institutions that have diverted construction and demolition (C&D) wastes.

Goal #3 - Institutions can reduce air pollution (target 3.9) by diverting construction and demolition waste from landfills and/or incinerators.

Goal #6 - Institutions can improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials (target 6.3) by diverting construction and demolition waste from landfills and/or incinerators.

**OP 19 Construction and Demolition Waste Diversion**

Goal #11 - Institutions can reduce the adverse per capita environmental impact of cities (target 11.6) by diverting construction and demolition waste from landfills and/or incinerators.

Goal #12 - Institutions can reduce waste generation through prevention, reduction, recycling and reuse (target 12.5) by diverting construction and demolition waste from landfills and/or incinerators..

Goal #14 - Institutions can prevent and reduce marine pollution (target 14.1) by diverting construction and demolition waste from landfills and/or incinerators.

Goal #15 - Institutions can reduce the degradation of natural habitats (target 15.5) by diverting construction and demolition waste from landfills and/or incinerators, thereby avoiding the need to extract virgin materials for new products.

OP 20 Hazardous Waste Management - This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and non-regulated chemical waste and that have electronic waste (e-waste) recycling and/or reuse programs.

Goal #3 - Institutions can reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination (target 3.9) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Goal #6 - Institutions can improve water quality by reducing pollution, eliminating dumping, and minimizing release of hazardous chemicals and materials (target 6.3) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Goal #8 - Institutions can promote safe and secure working environments (target 8.8) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Goal #11 - Institutions can reduce the adverse per capita environmental impact of cities (target 11.6) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Goal #12 - Institutions can contribute to achieving the sustainable management and efficient use of natural resources (target 12.2) and manage chemicals and all wastes throughout their life cycle to significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment (target 12.4) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Goal #14 - Institutions can prevent and reduce marine pollution (target 14.1) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Waste



OP 20 Hazardous Waste Management

Goal #15 - Institutions can reduce the degradation of natural habitats (target 15.5) by minimizing the presence of all hazardous, special, universal, and non-regulated chemical waste on campus; establishing strategies to safely dispose of these chemicals; or implementing a program to recycle, reuse, and/or refurbish electronic waste.

Water



OP 21 Water Use - This credit recognizes institutions that have reduced water use.

Goal #6 - Institutions can increase water-use efficiency and ensure sustainable withdrawals and supply of freshwater to address water scarcity (target 6.4) by reducing institutional water use.

Goal #15 - Institutions can contribute to ensuring the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services (target 15.1) by reducing institutional water use.

OP 22 Rainwater Management - This credit recognizes institutions that implement policies and programs to reduce stormwater runoff and resultant water pollution, and treat rainwater as a resource rather than as a waste product.

Goal #6 - Institutions can improve water quality (target 6.3) and increase water-use efficiency (target 6.4) by using green infrastructure and low impact development practices to help mitigate stormwater runoff impacts and treat rainwater as a resource rather than as a waste product.

Goal #11 - Institutions can reduce the adverse per capita environmental impact of cities (target 11.6) by using green infrastructure and low impact development practices to help mitigate stormwater runoff impacts to manage rainwater, decreasing pressures on public infrastructure.

Goal #14 - Institutions can prevent and reduce marine pollution (target 14.1) by using green infrastructure and low impact development practices to help mitigate stormwater runoff impacts and treat rainwater as a resource rather than as a waste product.

Planning & Administration (PA)

Coordination & Planning



- PA 1 Sustainability Coordination** - This credit recognizes institutions with active committees, offices, or officers charged by the administration to coordinate sustainability work on campus.
- Goal #17** - Institutions can strengthen the means of implementation by having active committees, offices, or officers to coordinate sustainability work on campus and ensure institution-wide collaboration.
- PA 2 Sustainability Planning** - This credit recognizes institutions that have developed comprehensive plans to move toward sustainability.
- All SDGs** - Sustainability plans can contribute to any of the 17 SDGs. For example, an institution could have a sustainability plan that explicitly addresses all the SDGs or one specific to health and well-being (Goal #3). Completing an inventory of an institution's sustainability plan(s) provides an opportunity to identify which SDG targets are addressed.
- PA 3 Inclusive and Participatory Governance** - This credit recognizes institutions that engage campus and community stakeholders in the ongoing governance of the college or university.
- Goal #5** - Institutions can help ensure women's full and effective participation and equal opportunities for leadership (target 5.5) by ensuring that women are represented equitably on their highest governing bodies.
- Goal #10** - Institutions can contribute to SDG 10's focus on reducing inequality by ensuring their governance structures are inclusive and participatory.
- Goal #16** - Institutions can develop their effectiveness, accountability, and transparency (target 16.6) by ensuring their governance structure is inclusive and participatory.
- PA 4 Reporting Assurance** - This credit recognizes institutions that engage in a comprehensive data quality and assurance process before submitting a STARS report.
- Goal #16** - Institutions can develop their effectiveness, accountability, and transparency (target 16.6) by engaging in comprehensive data quality and assurance processes before submitting a STARS report.

Diversity & Affordability



- PA 5 Diversity and Equity Coordination** - This credit recognizes institutions with active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion, and human rights work on campus.
- Goal #4** - Institutions can help ensure equal access to affordable and quality education (target 4.3) by having active committees, offices, or officers to coordinate diversity, equity, inclusion, and human rights work on campus.
- Goal #5** - Institutions can contribute to ending all forms of discrimination against all women and girls (target 5.1) and ensure women's full and effective participation and equal opportunities for leadership (target 5.5) by having active committees, offices, or officers to coordinate diversity, equity, inclusion, and human rights work on campus.



PA 5 Diversity and Equity Coordination

Goal #10 - Institutions can contribute to SDG 10's focus on reducing inequality by having active committees, offices, or officers to coordinate diversity, equity, inclusion, and human rights work on campus.

Goal #16 - Institutions can help ensure responsive, inclusive, participatory and representative decision-making at all levels (target 16.7) by having active committees, offices, or officers to coordinate diversity, equity, inclusion, and human rights work on campus.

PA 6 Assessing Diversity and Equity - This credit recognizes institutions that systematically assess diversity and equity on campus.

Goal #4 - Institutions can help ensure equal access to affordable and quality education (target 4.3) by systematically assessing diversity and equity on campus.

Goal #5 - Institutions can contribute to ending all forms of discrimination against all women and girls (target 5.1) and ensure women's full and effective participation and equal opportunities for leadership (target 5.5) by systematically assessing diversity and equity on campus.

Goal #10 - Institutions can contribute to SDG 10's focus on reducing inequality by systematically assessing diversity and equity on campus.

PA 7 Support for Underrepresented Groups - This credit recognizes institutions that have programs in place to support underrepresented groups and foster a more diverse and inclusive campus community.

Goal #4 - Institutions can help ensure equal access to affordable and quality education (target 4.3) by having programs in place to support underrepresented groups and foster a more diverse and inclusive campus community.

Goal #5 - Institutions can contribute to ending all forms of discrimination against all women and girls (target 5.1) and ensure women's full and effective participation and equal opportunities for leadership (target 5.5) by having programs in place to support underrepresented groups and foster a more diverse and inclusive campus community.

Goal #8 - Institutions can reduce the proportion of youth not in education (target 8.6) by having programs in place to support underrepresented groups and foster a more diverse and inclusive campus community.

Goal #10 - Institutions can contribute to SDG 10's focus on reducing inequality by having programs in place to support underrepresented groups and foster a more diverse and inclusive campus community.

PA 8 Affordability and Access - This credit recognizes institutions that are affordable to low-income students.

Goal #1 - Institutions can help ensure that all men and women have equal rights to economic resources (target 1.4) by having policies and programs to make them accessible and affordable to low-income students.

Goal #4 - Institutions can help ensure equal access to affordable and quality education (target 4.3) by having policies and programs to make them accessible and affordable to low-income students.

Goal #10 - Institutions can contribute to SDG 10's focus on reducing inequality by having policies and programs to make them accessible and affordable to low-income students.

Investment & Finance



- PA 9 Committee on Investor Responsibility** - This credit recognizes institutions with an established and active committee on investor responsibility with multi-stakeholder representation.
- Goal #16** - Institutions can develop their effectiveness, accountability, and transparency (target 16.6) and ensure responsive, inclusive, participatory and representative decision-making (16.7) by having established and active committees on investor responsibility with multi-stakeholder representation.
- PA 10 Sustainable Investment** - This credit recognizes institutions that use their investment power to promote sustainability.
- All SDGs** - Investments may contribute to any of the 17 SDGs. Reviewing an institution's investments provides an opportunity to identify which SDG targets are addressed.
- PA 11 Investment Disclosure** - This credit recognizes institutions that regularly make their investment holdings publicly available.
- Goal #16** - Institutions can contribute to accountability and transparency (target 16.6) by regularly making their investment holdings publicly available.

Wellbeing & Work



- PA 12 Employee Compensation** - This credit recognizes institutions that ensure that their lowest paid workers earn a living wage.
- Goal #1** - Institutions can reduce the proportion of men, women and children living in poverty (target 1.2) by ensuring that their lowest paid workers earn a living wage.
- Goal #8** - Institutions can contribute to achieving decent work for all women and men (target 8.5) by ensuring that their lowest paid workers earn a living wage.
- Goal #10** - Institutions can contribute to SDG 10's focus on reducing inequality by ensuring that their lowest paid workers earn a living wage.
- PA 13 Assessing Employee Satisfaction** - This credit recognizes institutions that support the engagement of their employees by conducting a regular satisfaction survey or other evaluation.
- Goal #8** - Institutions can contribute to achieving decent work for all women and men (target 8.5) by conducting a survey or other evaluation to measure employee satisfaction and engagement.
- PA 14 Wellness Programs** - This credit recognizes institutions that support the health and wellbeing of their employees and students through wellness programs.
- Goal #3** - Institutions can promote mental health and well-being (target 3.4) by having wellness programs and smoke-free environments.



- PA 15 Workplace Health and Safety** - This credit recognizes institutions that help ensure the health and safety of their employees by implementing an occupational health and safety management system and minimizing workplace injuries and occupational disease cases.
- Goal #3** - Institutions can promote well-being (target 3.4) by reducing workplace injuries and occupational disease cases.
- Goal #8** - Institutions can promote safe and secure working environments for all workers (target 8.8) by reducing workplace injuries and occupational disease cases.

Appendix C: Mapping Methodology

The STARS 2.2 Technical Manual already identifies connections between each subcategory of STARS (e.g., Curriculum, Public Engagement, Energy) and the SDGs. For example, the text at the beginning of the Water subcategory identifies linkages between the Water credits and SDGs 6 (Clean Water and Sanitation), 11 (Sustainable Cities and Communities), and 14 (Life Below Water). This guide goes a step further in mapping the linkages between individual STARS 2.2 credits and the SDGs.

There are numerous connections of varying levels of directness and significance between STARS credits and the SDGs. As a result, while many of these connections are fairly obvious, subjective interpretation was often required in developing this guide to determine whether a linkage between a STARS credit and an SDG was worth calling out. In general, to keep the project manageable and to avoid overstating the level of alignment between STARS and the SDGs, we include only relatively direct connections based on the specific language of each STARS credit and the targets associated with each SDG.

For example, since SDG target 11.6 makes specific reference to “paying special attention to air quality and municipal and other waste management,” STARS credits relating to air quality and waste management are linked to SDG 11 (Sustainable Cities and Communities). On the other hand, although climate change threatens the achievement of many SDGs, SDG 13 (Climate Action) is the only one that explicitly focuses on climate change mitigation. Therefore, the STARS credit focused on reducing greenhouse gas emissions is linked only to SDG 13 in the mapping, even though efforts to reduce greenhouse gases are important to the achievement of many other SDGs. As a consequence of this narrow approach to mapping, the accounting of the linkages between STARS credits and the SDGs in this guide is likely significantly understated.

Another challenge in identifying linkages between the SDGs and STARS is due to a difference in format. The SDGs are comprised mostly of aspirational goals and targets, with little detail about the actions that must be taken to achieve these targets. Many STARS credits are similarly outcome-focused but others focus on specific actions or strategies that institutions can take (e.g. create a peer-to-peer program to educate students or employees about sustainability). In the absence of formal impact evaluations, it is at least theoretically possible that such actions may not make a tangible contribution to the SDGs (e.g., if the peer to peer program is ineffective). For purposes of the mapping exercise, we assume that such actions are at least somewhat effective and they are thus linked with the SDG(s) to which they are intended to contribute.