Engagement

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Points Available: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 1</td>
<td>Student Educators Program</td>
</tr>
<tr>
<td>EN 2</td>
<td>Student Orientation*</td>
</tr>
<tr>
<td>EN 3</td>
<td>Student Life</td>
</tr>
<tr>
<td>EN 4</td>
<td>Outreach Materials and Publications</td>
</tr>
<tr>
<td>EN 5</td>
<td>Outreach Campaign</td>
</tr>
<tr>
<td>EN 6</td>
<td>Employee Educators Program</td>
</tr>
<tr>
<td>EN 7</td>
<td>Employee Orientation</td>
</tr>
<tr>
<td>EN 8</td>
<td>Staff Professional Development</td>
</tr>
</tbody>
</table>

* credit does not apply to all institutions

Optional Reporting Field
- A brief text summary of the institution’s activities relevant to this subcategory
EN 1: Student Educators Program

4 points available

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

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

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

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

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by EN 5: Outreach Campaign and EN 3: Student Life.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points available for this credit by having one or more peer-to-peer educator programs that serve (i.e. directly target) all for-credit, degree-seeking students. Incremental points are awarded based on the percentage of students served by the peer-to-peer educator program(s). For example, an institution with a program that serves 50
percent of all students would earn 2 points (half of the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Degree-Seeking Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>×</td>
<td>____</td>
<td>÷</td>
<td>____</td>
<td>=</td>
<td>2</td>
</tr>
</tbody>
</table>

**Scoring Example: Student Educators Program**

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

1) Example University’s Eco-Reps Program trains volunteer representatives in residence halls. All residence halls at Example University participate in the Eco-Reps Program and house at least one Eco-Rep. This program serves 2,000 students (the residential population).

2) Example University’s School of Law has a team of Student Sustainability Ambassadors who are paid a stipend and tasked with conducting sustainability outreach and training to fellow law students. All 500 students at the law school are served by this program.

The remainder of the university’s students are not served (i.e. directly targeted) by the program.

Total number of students served by a peer-to-peer outreach program = 2,000 + 500 = 2,500
E. Reporting Fields

**Required**
- An indication of whether the institution coordinates one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution is reporting a student, peer-to-peer sustainability outreach and education program:
- Number of degree-seeking students (headcount)
- For each peer-to-peer outreach program, report:
  - Program name
  - Number of students served (i.e. directly targeted) by the program
  - A brief description of the program, including examples of peer-to-peer outreach activities
  - A brief description of how the student educators are selected
  - A brief description of the formal training that the student educators receive
  - A brief description of the financial or other support the institution provides to the program

**Optional**
- Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs)
- The website URL for the peer-to-peer student outreach and education program(s)
- Notes about the submission

F. Measurement

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

**Sampling and Data Standards**
Include all for-credit or degree-seeking students (undergraduate and graduate); reporting on a sample or subset of students is not allowed.
EN 2: Student Orientation

2 points available

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

B. Criteria
Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example below for additional information.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

C. Applicability
This credit applies to all institutions that hold student orientation.

D. Scoring
Institutions earn the maximum of 2 points available for this credit when sustainability is included prominently in orientation activities and programming made available to all entering (i.e. new) students (including transfers). Incremental points are available based on the percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability. For example, an institution that offers activities and programming that meet the criteria to 50 percent of its entering students would earn 1 point (half of the points available for this credit). Points earned are calculated according to the following table:
Enter values as indicated below to calculate points earned for this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Entering Students Provided Orientation Activities and Programming that Include Sustainability (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>.02</td>
<td>×</td>
<td>__________</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

Scoring Example: Student Orientation

Example College had 400 entering students during the past year. 350 were first-year students and 50 were transfer students. At the beginning of each semester, the college provided orientation activities and programs that prominently included sustainability for all new first-year students (see the Credit Example, below). The activities and programs were not made available to transfer students.

Total number of entering (i.e. new) students = 400

Number of students provided orientation activities and programming that prominently include sustainability = 350

The percentage of entering students provided orientation activities and programming that include sustainability = 87.5

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Entering Students Provided Orientation Activities and Programming that Include Sustainability (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>.02</td>
<td>×</td>
<td>87.5</td>
<td>=</td>
<td>1.75</td>
</tr>
</tbody>
</table>
E. Reporting Fields

Required

- The percentage of entering (i.e. new) students (including transfers) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100)
- A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed)
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional

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

F. Measurement

Timeframe
Institutions may choose to report activities from the most recent semester (or equivalent), the most recent year, or the three years prior to the anticipated date of submission.

Sampling and Data Standards
Include all entering (i.e. new) students (including transfers and graduate students).
Credit Example: Student Orientation

This credit is based on including sustainability prominently in student orientation activities.

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

**Example 1: Several strategies**
The new student orientation at Example College included the following activities, which taken together amount to prominent inclusion of sustainability.

- Students received compact fluorescent light bulbs and tips for saving energy.
- There was a service learning fair highlighting local non-profit organizations and an optional service learning trip to restore wildlife habitat and to learn about the local ecosystem.
- All students were able to take a tour that highlighted the institution’s sustainability features.
- The institution screened a film about sustainability.
- A faculty member gave a convocation lecture about her sustainability research and how the institution has integrated sustainability across the curriculum.

**Example 2: A major sustainability event**
All new students at Example University participated in faculty-led, small-group discussions about sustainability.
EN 3: Student Life

2 points available

A. Credit Rationale
This credit recognizes institutions that have co-curricular programs and initiatives that contribute to students learning about sustainability outside of the formal classroom. These programs and initiatives engage students by integrating sustainability into their lives, experiential learning experiences, and campus culture.

B. Criteria
Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives
Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 0.25 points for each category listed above for which it has one or more programs up to a maximum of 2 points available for this credit. Partial points are available based on the number of categories for which an institution has programs.

E. Reporting Fields

Required

☐ An indication of whether the institution has one or more programs or initiatives in each the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and/or sustainable food systems
- Student-run enterprises that include sustainability as part of their mission statement or stated purpose (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. this could take the form of choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
o Sustainability-focused student employment opportunities offered by the institution
o Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
o Other co-curricular sustainability programs and initiatives (please specify)
 o An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

Conditional
Required for each category for which the institution is reporting a program or initiative:
□ A brief description of the programs or initiatives, including whether or not they are student-governed

Optional
□ The website URL where information about the institution’s co-curricular programs and initiatives is available (for each area)
□ Notes about the submission

F. Measurement

Timeframe
Report on currently available programs and on events that occurred during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Not applicable
EN 4: Outreach Materials and Publications

2 points available

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

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

C. Applicability
This credit applies to all institutions.
D. Scoring
Institutions earn 0.25 points for each type of publication and/or outreach material described above, regardless of how many of each type are produced. Institutions with eight or more types of publications or outreach materials earn the maximum of 2 points available for this credit.

E. Reporting Fields

Required

- An indication of whether the institution produces the following items or materials:
  - A central sustainability website that consolidates information about the institution’s sustainability efforts
  - A sustainability newsletter
  - Social media platforms that focus specifically on campus sustainability
  - A vehicle to publish and disseminate student research on sustainability
  - Building signage that highlights green building features
  - Food service area signage and/or brochures that include information about sustainable food systems
  - Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
  - A guide for green living and incorporating sustainability into the residential experience
  - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
  - Other (please specify)

- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required for each category of items or materials the institution is reporting:

- A brief description of the material(s) or publication(s)
Optional

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

F. Measurement

Timeframe
Report on currently used outreach materials and publications only.

Sampling and Data Standards
Not applicable
EN 5: Outreach Campaign

4 points available

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

B. Criteria

Part 1
Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2
Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:
- Increased awareness
- Additional members of a mailing list or group

C. Applicability
This credit applies to all institutions.
D. Scoring
Each part is scored independently.

Part 1
An institution earns the maximum of 2 points available for Part 1 of this credit for having one or more sustainability-related outreach campaigns that are directed at students and yield measurable, positive results in advancing sustainability. Partial points are not available for Part 1 of this credit.

Part 2
An institution earns the maximum of 2 points available for Part 2 of this credit for having one or more sustainability-related outreach campaigns that are directed at employees and yield measurable, positive results in advancing sustainability. Partial points are not available for Part 2 of this credit.

E. Reporting Fields

Required
- An indication of whether the institution holds at least one sustainability-related outreach campaign directed at students that has yielded measurable, positive results in advancing sustainability
- An indication of whether the institution holds at least one sustainability-related outreach campaign directed at employees that has yielded measurable, positive results in advancing sustainability
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting a sustainability-related outreach campaign:
- For each campaign, report:
  - The name of the campaign(s)
  - A brief description of the campaign(s)
  - A brief description of the measured positive impact(s) of the campaign(s)

Optional
- The website URL where information about the sustainability outreach campaign(s) is available
- Notes about the submission
F. Measurement

Timeframe
Report on the most recent campaign(s) for which data is available. Campaigns held more than three years prior to the anticipated date of submission are not eligible for this credit.

Sampling and Data Standards
Institutions may use a representative sample to measure pre-campaign baseline and post-campaign performance.
Credit Example: Outreach Campaign

To earn this credit, an institution must demonstrate that an outreach campaign led to a measurable, positive impact on its sustainability performance. In order to measure whether the campaign positively impacted the institution’s sustainability performance, institutions should compare performance before the campaign to results during or after the campaign. Examples of how to measure impacts from various campaigns follow.

Example 1: An on-campus competition
Example University had a residence hall vs. residence hall energy conservation competition in which on-campus residents learned energy conservation tips and tools. To measure the impact of the campaign, the university compared residence hall electricity consumption during the month before the competition to consumption during the month of the competition. (There were no major differences in occupancy or other factors that would influence electricity consumption during either month.)

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

Example 2: A campus-wide challenge
Example Community College participated in RecycleMania, a nationwide competition between colleges and universities to increase recycling. During the competition, the institution conducted outreach and held events about the benefits of recycling. Prior to the competition the institution was recycling 30 percent of its total waste. Following the competition, the institution recycled 35 percent of its waste. (There were no other major events or changes that would have influenced the recycling rate during either month.)

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

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

Since bottled water sales decreased after the outreach campaign, the institution can demonstrate that the campaign led to a measurable, positive impact on its sustainability performance.
EN 6: Employee Educators Program

3 points available

**A. Credit Rationale**
This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in peer educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.

**B. Criteria**
Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

**C. Applicability**
This credit applies to all institutions.

**D. Scoring**
Institutions earn the maximum of 3 points for this credit by having a peer-to-peer educator program that serves (i.e. directly targets) all employees (full- and part-time staff and faculty). Incremental points are awarded based on the percentage of employees served by the peer-to-peer educator program. For example, an institution with a program that serves 50 percent of all employees would earn 1.5 points (half of the points available for this credit). Points earned are calculated according to the following table:
Enter values as indicated below to calculate points earned for this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employees Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Employees</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>____</td>
<td>÷</td>
<td>____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Example: Employee Educators Program**

Example College employs 500 people. The university has two peer-to-peer outreach programs for which the institution selects employees to serve as educators, offers a formal designation or title to the educators, provides formal training to the educators in how to conduct sustainability outreach, and dedicates staff time to coordinating the programs.

1) Example College’s Academic Department Green Teams train educators to represent their departments. All academic departments at Example University participate in the Green Teams and have at least one representative who serves on the institution-wide Green Team. This program serves 200 employees (the employees affiliated with an academic department).

2) Example College’s maintenance department has designated Sustainability Ambassadors who are tasked with conducting sustainability outreach and training to fellow maintenance workers. All 50 employees on the maintenance crew are served by this program.

The remainder of the college’s employees are not served (i.e. directly targeted) by the program.

Total number of employees served by a peer-to-peer outreach program = 200 + 50 = 250

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Employee Served by a Peer-to-Peer Outreach Program</th>
<th>Divide</th>
<th>Total Number of Employees</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>250</td>
<td>÷</td>
<td>500</td>
<td>=</td>
<td>1.5</td>
</tr>
</tbody>
</table>
E. Reporting Fields

**Required**
- An indication of whether the institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution is reporting a faculty/staff peer-to-peer sustainability outreach and education program:
- Number of employees (staff + faculty, headcount)
- For each peer-to-peer outreach program, report
  - Program name
  - Number of employees served by the program (headcount)
  - A brief description of how the employee educators are selected
  - A brief description of the formal training that the employee educators receive
  - A brief description of the staff and/or other financial support the institution provides to the program

**Optional**
- Total number of hours employee educators are engaged in peer-to-peer sustainability outreach and education activities annually
- The website URL for the employee outreach and education program(s)
- Notes about the submission

F. Measurement

**Timeframe**
Report on current program status and offerings.

**Sampling and Data Standards**
Include all full- and part-time staff and faculty; reporting on a sample or subset of employees is not allowed.
EN 7: Employee Orientation

1 point available

A. Credit Rationale
This credit recognizes institutions that address sustainability issues during new employee orientation. Including sustainability in new employee orientation helps establish sustainability as an institutional priority and part of the campus culture. Providing information and tools about the institution’s sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines, and choices.

B. Criteria
Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 1 point available for this credit when sustainability topics are covered in orientation and/or outreach and guidance materials that are made available to all new employees. Incremental points are available based on the percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics. For example, an institution that offers outreach materials that meet the criteria to 50 percent of its new employees would earn 0.5 points (half of the points available for this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of New Employees Offered Orientation and/or Outreach and Guidance Materials that Cover Sustainability (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.01</td>
<td>×</td>
<td>_____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Scoring Example: Employee Orientation

Example College employed 50 new people during the previous year (40 staff and 10 faculty). The university offers orientation activities that cover sustainability topics to all new staff members, but not to faculty.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of New Employees Offered Orientation and/or Outreach and Guidance Materials that Cover Sustainability (0-100)</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.01</td>
<td>×</td>
<td>80</td>
<td>=</td>
<td>0.8</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- The percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting orientation materials that cover sustainability:
- A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed)

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

F. Measurement

Timeframe
Institutions may choose to report activities from the most recent 1, 2 or 3 years.

Sampling and Data Standards
Not applicable
EN 8: Staff Professional Development

2 points available

A. Credit Rationale
This credit recognizes institutions that offer training and/or other professional development opportunities in sustainability for their staff. Staff members in each department make important contributions to an institution’s sustainability performance. By offering training and professional development opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behavior for students and the rest of the campus community.

B. Criteria
Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:
- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

C. Applicability
This credit applies to all institutions.

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

E. Reporting Fields

Required
- An indication of whether the institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year
An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

**Conditional**
Required if the institution is reporting staff training or other professional development opportunities:

- A brief description of the sustainability trainings and professional development opportunities available to staff

**Optional**

- The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year
- The website URL where information about staff training opportunities in sustainability are available
- Notes about the submission

**F. Measurement**

**Timeframe**
Report on current program status and offerings.

**Sampling and Data Standards**
Not applicable
Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

### Credits

| EN 9  | Community Partnerships | 3 |
| EN 10 | Inter-Campus Collaboration | 2 |
| EN 11 | Continuing Education* | 5 |
| EN 12 | Community Service | 5 |
| EN 13 | Community Stakeholder Engagement | 2 |
| EN 14 | Participation in Public Policy | 2 |
| EN 15 | Trademark Licensing* | 2 |
| EN 16 | Hospital Network* | 1 |

* credit does not apply to all institutions

### Optional Reporting Field

- □ A brief text summary of the institution’s activities relevant to this subcategory
EN 9: Community Partnerships

3 points available

A. Credit Rationale
This credit recognizes institutions that have developed partnerships with their local communities to advance sustainability. As community members and leaders, colleges and universities can be powerful catalysts, allies and partners in envisioning, planning and acting to create a sustainable future in the region and beyond.

B. Criteria
Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the types outlined in the table below (supportive, collaborative or transformative). An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example, below.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by EN 12: Community Service.
<table>
<thead>
<tr>
<th>Type of Community Partnership</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **A. Supportive**             | *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
*Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing  
*Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
*Governance:* Campus and community leaders or representatives are engaged in program/project development |
| **B. Collaborative**          | *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)  
*Duration:* May be time-limited, multi-year, or ongoing  
*Commitment:* Institution provides faculty/staff, financial, and/or material support  
*Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
| **C. Transformative**         | *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)  
*Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change  
*Commitment:* Institution provides faculty/staff and financial or material support  
*Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 3 points available for this credit for having at least one formal partnership that meets the criteria as “transformative” outlined above. Partial points are available if an institution does not have any transformative partnerships, but has instead one or more partnerships that meet the criteria as “supportive” and/or “collaborative” outlined above. Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Institution has at least one:</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Supportive community partnership</td>
<td>1</td>
</tr>
<tr>
<td>B. Collaborative community partnership</td>
<td>2</td>
</tr>
<tr>
<td>C. Transformative community partnership</td>
<td>3</td>
</tr>
</tbody>
</table>

Note that points are not earned cumulatively. For example, an institution that has one or more supportive partnerships and one or more collaborative partnerships would earn 2 points for this credit, not 3.

E. Reporting Fields

Required
- An indication of whether the institution has at least one formal sustainability partnership with the local community that meets the criteria as “supportive”
- An indication of whether the institution has at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”
- An indication of whether the institution has at least one formal sustainability partnership with the local community that meets the criteria as “transformative”
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required if the institution is reporting one or more supportive partnership(s):
□ A brief description of the institution’s supportive sustainability partnership(s) with the
local community (including timeframes)

Required if the institution is reporting one or more collaborative partnership(s):
□ A brief description of the institution’s collaborative sustainability partnership(s)
(including timeframes, how multiple dimensions of sustainability are addressed, how
the institution supports the partnership, and how campus and local community
members are engaged)

Required if the institution is reporting one or more transformative partnership(s):
□ A brief description of each transformative sustainability partnership (including
timeframes, how the partnership supports economic prosperity, social equity and
wellbeing, and ecological health, how the institution supports the partnership, how
relevant stakeholder groups are identified and engaged, and how the partnership
proposes to institutionalize systemic change)

Optional
□ A brief description of the institution’s sustainability partnerships with distant (i.e. non-
local) communities
□ The website URL where information about the institution’s community sustainability
partnerships is available
□ Notes about the submission

F. Measurement

Timeframe
Report on current partnerships and/or partnerships that were active during the three years
prior to the anticipated date of submission.

Sampling and Data Standards
Not applicable
Credit Example: Identifying Community Partnerships

To earn points for this credit, institutions must formally engage with their community to advance sustainability. Since the structure, format, and organization of community collaboration vary across institutions, “formal partnerships” may take different forms at each institution. Sustainability partnerships address one or more major sustainability challenges (e.g. the partnership contributes toward achieving principles outlined in the Earth Charter).

Examples:

Supportive Partnership
Example University partners with a local middle school to co-sponsor an afterschool organic gardening program for urban youth in Example University’s neighborhood. Example University coordinates student and staff volunteers and provides some technical support. The program is coordinated by school administrators and the university’s community partnership staff.

Collaborative Partnership
Example Community College participates in a local alliance of higher education institutions, schools, non-profits and the City of Example to assist in the creation of local green jobs in disadvantaged areas. The five-year project engages local community members, faculty, and staff in planning, decision-making and assessment activities. The college provides training courses, some operational expenses, and staff support.

Transformative Partnership
Model College initiated a joint effort with local government, business partners, community organizations and other entities to build community sustainability. The project aims to create lasting change and local resiliency by eliminating community carbon emissions, improving the energy efficiency of local housing, increasing local food production, creating wildlife habitat and renewable forestry, and revitalizing the local and regional economy through sustainable development. The project has adopted a stakeholder engagement framework that involves regular open forums and other mechanisms to solicit feedback and engage community members in planning, decision-making and assessment. The college provides financial and in-kind support and engages the campus community at all levels (i.e. administrators, faculty, staff and students).
EN 10: Inter-Campus Collaboration

2 points available

A. Credit Rationale
This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly. Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

B. Criteria
Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example, below, guidance on identifying appropriate collaborations.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 2 points for having programs or practices that meet the criteria outlined above. Partial points are not available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution collaborates with other colleges and universities to support and help build the campus sustainability community

- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is reporting inter-campus collaboration:
- A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions

- The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member
A brief summary of additional ways the institution collaborates with other campuses to advance sustainability

Optional
- The website URL where information about cross-campus collaboration is available
- Notes about the submission

F. Measurement

Timeframe
Report on current cross-campus collaborations and/or collaborations that were active during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Not applicable

Credit Example: Inter-Campus Collaboration

Institutions earn this credit by working with other colleges and universities to advance sustainability. There are many potential opportunities for collaboration, for example:

Example 1: Collaboration in planning Earth Day events
Example University works with nearby Model College in planning, promoting and executing events around Earth Day. This includes an interactive panel discussion of professors and administration from both institutions on the topic of campus sustainability, as well as the launch of an inter-campus bicycle sharing program.

Example 2: Joint facilities staff meetings
Example University and Model College hold joint staff meetings focused on sustainability for key facilities staff twice per semester. The meetings are held with the intention to share utilities data and sustainable solutions. As a result, Example University has adapted a successful composting program modeled after that of Model College, and Model College has revised its sprinkling policy to achieve the water savings of Example University.

Example 3: Formal sustainability leadership
Example University sits on the leadership group of a regional sustainability organization to help guide its work, from conference planning and hosting to publications to decision-making on grant and scholarship applications.
EN 11: Continuing Education

5 points available

A. Credit Rationale
This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community. Such courses train community members in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs. Certificate programs offer professional recognition for sustainability training and are important tools in helping students obtain, perform, and advance their position in green jobs.

B. Criteria

Part 1
Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2
Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

C. Applicability
This credit applies to institutions that offer continuing education or community education programs.

D. Scoring
Each part of this credit is scored independently.

Part 1
Institutions earn the maximum of 3 points for Part 1 of this credit when courses that address sustainability comprise 10 or more percent of all continuing education courses offered. Incremental points are awarded based on the percentage of continuing education course offerings that address sustainability. For example, an institution where 5 percent of all continuing education courses offered were sustainability courses would earn 1.5 points (half
of the points available for Part 1). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 1 of this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Continuing Education Courses That Address Sustainability</th>
<th>Divide</th>
<th>Total Number of Continuing Education Courses Offered</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>×</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td>(up to 3 available)</td>
</tr>
</tbody>
</table>

Part 2
Institutions earn 2 points in Part 2 of this credit for having at least one certificate program that meets the criteria outlined above. Partial points are not available for Part 2 of this credit.

Scoring Example: Continuing Education

Part 1
Example Community College offered 600 continuing education courses during the past year. Of those courses, 25 address sustainability.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Continuing Education Courses That Address Sustainability</th>
<th>Divide</th>
<th>Total Number of Continuing Education Courses Offered</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>×</td>
<td>25</td>
<td>÷</td>
<td>600</td>
<td>=</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Part 2
Example Community College offers a green building certificate program through its department of continuing education. Example Community College earns 2 points for this part of the credit.

Total Credit Score:

Part 1 + Part 2 = 1.25 + 2
Total points = 3.25
E. Reporting Fields

Required

☐ An indication of whether the institution offers continuing education courses that address sustainability
☐ An indication of whether the institution has at least one sustainability-themed certificate program through its continuing education or extension department
☐ An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional

Required if the institution is reporting offering continuing education courses that address sustainability:

☐ Number of continuing education courses offered that address sustainability
☐ Total number of continuing education courses offered
☐ A list and brief description of the continuing education courses offered that address sustainability (text or upload)

Required if the institution is reporting a sustainability-themed certificate program:

☐ A brief description of the certificate program(s)
☐ Year the certificate program was created

Optional

☐ The website URL where information about sustainability in continuing education courses is available
☐ Notes about the submission

F. Measurement

Timeframe

Part 1
Report on the most recent data available. Institutions may count course offerings from one, two, or three academic years, as long as the counts of continuing education courses and sustainability continuing education courses are drawn from the same time period.

Part 2
Report on current program status and offerings.

Sampling and Data Standards
Not applicable
EN 12: Community Service

5 points available

A. Credit Rationale
This credit recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution. Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

B. Criteria

Part 1
Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2
Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn the maximum of 3 points available for Part 1 of this credit by engaging their entire student body in community service. Incremental points are awarded based on the percentage of students that contribute community service. For example, an institution where 50 percent of students contributed some community service would earn 1.5 points (half of the points available for Part 1 of this credit). Points earned are calculated according to the following table:
Enter values as indicated below to calculate points earned for Part 1 of this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Engaged in Community Service</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td>_____</td>
</tr>
</tbody>
</table>

**Scoring Example: Community Service Participation (Part 1)**

Example Community College has 2,000 students. 750 Example Community College students engaged in community service during the past year.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students Engaged in Community Service</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>750</td>
<td>÷</td>
<td>2,000</td>
<td>=</td>
<td>1.13</td>
</tr>
</tbody>
</table>

**Part 2**

Institutions earn the maximum of 2 points available for Part 2 of this credit by engaging their students in an average of 20 hours of community service per year. Incremental points are awarded based on the average number of hours contributed. For example, an institution where students contributed an average of 10 hours per year would earn 1 point (half of the points available for Part 2). Points earned are calculated according to the following table:

Enter values as indicated below to calculate points earned for Part 2 of this credit
Points will be calculated automatically when data are entered in the STARS online Reporting Tool

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Student Community Service Hours Contributed</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>×</td>
<td>_____</td>
<td>÷</td>
<td>_____</td>
<td>=</td>
<td>(Up to 2 available)</td>
</tr>
</tbody>
</table>
Scoring Example: Community Service Hours (Part 2)

Example Community College enrolls 2,000 students. Example Community College students contributed 12,000 hours of community service during the past year.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Student Community Service Hours Contributed</th>
<th>Divide</th>
<th>Total Number of Students</th>
<th>Equals</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>×</td>
<td>12,000</td>
<td>÷</td>
<td>2,000</td>
<td>=</td>
<td>0.6</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- Number of students engaged in community service (headcount)
- Total number of students (headcount)
- An indication of whether the institution wishes to pursue Part 2 of this credit (community service hours)
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Conditional
Required if the institution is pursuing Part 2 of this credit:
- Total number of student community service hours contributed during a one-year period

Optional
- An indication of whether the institution includes community service achievements on student transcripts
- An indication of whether the institution provides incentives for employees to participate in community service (on- or off-campus). (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition.)
- A brief description of the institution’s employee community service initiatives
- The website URL where information about the institution’s community service initiatives is available
- Notes about the submission
F. Measurement

Timeframe
Report the most recent annual data available during the three years prior to the anticipated date of submission.

Sampling and Data Standards
Include undergraduate and graduate students. Institutions may use a representative sample or survey to determine student participation in community service. Institutions may also choose to exclude part-time, continuing education and/or non-credit students, as long as they are excluded from both the count of students engaged in community service and the count of total students.
EN 13: Community Stakeholder Engagement

2 points available

A. Credit Rationale
This credit recognizes institutions that have adopted a framework to identify and engage community stakeholders in the college or university’s ongoing governance, strategy and operations. Stakeholder engagement improves the ability of higher education institutions to fulfill their missions. Quality stakeholder engagement can lead to more equitable and sustainable development by giving those who are affected by decisions the opportunity to learn from and influence decision-making processes. Engagement can also inform, educate and influence both the institution and its stakeholders in the long term, resulting in better decisions and transparent, trusting stakeholder relationships.

B. Criteria
Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution’s activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in PA 3: Governance.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn 2 points for having adopted a framework for community stakeholder engagement that meets the criteria outlined above. Partial points are not available for this credit.
**E. Reporting Fields**

**Required**
- An indication of whether the institution has adopted a framework for community stakeholder engagement in governance, strategy and operations
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public.

**Conditional**
Required if the institution is reporting adopting a framework for stakeholder engagement:
- A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution’s activities
- A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups
- List of identified community stakeholder groups from the following categories:
  - Educational organizations
  - Government bodies
  - Private sector organizations
  - Civil society (e.g. NGOs, NPOs, underrepresented and vulnerable populations)
  - Other (please specify)

**Optional**
- A brief description of successful community stakeholder engagement outcomes from the previous three years
- The website URL where information about the institution’s community stakeholder engagement framework and activities is available
- Notes about the submission

**F. Measurement**

**Timeframe**
Report on current policies and procedures and activities during the three years prior to the anticipated date of submission.

**Sampling and Data Standards**
Not applicable
EN 14: Participation in Public Policy

2 points available

A. Credit Rationale
This credit recognizes institutions that promote sustainability through public policy advocacy. There are myriad public policies for which institutions can advocate that address sustainability, including policies specific to higher education. Given the prominence and importance of colleges and universities in their communities, institutions can be powerful voices in advancing sustainability through legislation and policy.

B. Criteria
Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

C. Applicability
This credit applies to all institutions.

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

E. Reporting Fields

Required
- An indication of whether the institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Conditional
Required if the institution is reporting advocating for public policies that support sustainability:

□ A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated

Optional

□ A brief description of other political positions the institution has taken during the previous three years
□ A brief description of political donations the institution made during the previous three years (if applicable)
□ The website URL where information about the institution’s advocacy efforts is available
□ Notes about the submission

F. Measurement

Timeframe
Report on sustainability policy advocacy efforts that took place during the three years prior to the anticipated date of submission. The report does not have to include all advocacy efforts.

Sampling and Data Standards
Not applicable
EN 15: Trademark Licensing

2 points available

A. Credit Rationale
This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution’s name is produced under fair conditions. By ensuring that apparel bearing the institution’s logo is made under fair working conditions, institutions promote health, safety, and secure livelihoods for domestic and global workers.

B. Criteria
Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

C. Applicability
This credit applies to institutions whose logo is trademarked and appears on apparel and that are eligible for FLA and/or WRC membership.

D. Scoring
Institutions earn 2 points by being a member of the Fair Labor Association or the Worker Rights Consortium. Partial points are not available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution is a member of the Worker Rights Consortium
- An indication of whether the institution is a member of the Fair Labor Association
- An affirmation that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.

Optional
- An indication of whether the institution has expressed an intention to participate in the Worker Rights Consortium's Designated Suppliers Program (DSP)
- The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available
- Notes about the submission
F. Measurement

Timeframe
Report on current participation status.

Sampling and Data Standards
Not applicable
EN 16: Hospital Network

1 point available

A. Credit Rationale
This credit recognizes institutions that are participating in health care networks to improve the sustainability performance of hospitals.

B. Criteria
Institution’s affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called “university hospitals”). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

C. Applicability
This credit applies to institutions with affiliated hospitals or health systems. Institutions with affiliated hospitals or health systems may pursue this credit regardless of whether the hospital is included its institutional boundary or not.

D. Scoring
Institutions earn 1 point by being a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth. Partial points are not available for this credit.

E. Reporting Fields

Required
- An indication of whether the institution is a member of the following:
  - Global Green and Healthy Hospitals Network
  - Healthier Hospitals Initiative
  - Practice Greenhealth
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. The responsible party should be a staff member, faculty member, or administrator who can respond to questions regarding the data once submitted and available to the public.
Optional

- A brief description of the hospital’s sustainability initiatives
- The website URL where information about the hospital’s sustainability initiatives is available
- Notes about the submission

F. Measurement

Timeframe
Report on current participation status.

Sampling and Data Standards
Not applicable