Academics

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Points Available: 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 1</td>
<td>Academic Courses</td>
</tr>
<tr>
<td>AC 2</td>
<td>Learning Outcomes*</td>
</tr>
<tr>
<td>AC 3</td>
<td>Undergraduate Program*</td>
</tr>
<tr>
<td>AC 4</td>
<td>Graduate Program*</td>
</tr>
<tr>
<td>AC 5</td>
<td>Immersive Experience*</td>
</tr>
<tr>
<td>AC 6</td>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>AC 7</td>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>AC 8</td>
<td>Campus as a Living Laboratory*</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
AC 1: Academic Courses

14 points available

A. Credit Rationale
This credit recognizes institutions that offer sustainability courses and that include sustainability in courses across the curriculum. Sustainability courses can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, or introduce students to sustainability concepts. Institutions that integrate sustainability concepts throughout the curriculum prepare students to apply sustainability principles in their professional fields. Having sustainability courses and content offered by numerous departments helps ensure that the institution’s approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses and content in numerous departments can increase student exposure to sustainability topics and themes.

Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It provides a baseline for understanding current offerings and can help institutions identify strengths and opportunities for growth. In addition, a list and description of sustainability courses and other courses that include sustainability helps current and prospective students find and understand sustainability course offerings, which can assist them in organizing their academic studies.

B. Criteria
Part 1
Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2
Institution’s academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title.

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.
A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenges (e.g., the course contributes toward achieving principles outlined in the Earth Charter).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see Standards and Terms and the Credit Example, below. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in Standards and Terms or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by EN 11: Continuing Education.

C. Applicability
This credit applies to all institutions.

D. Scoring
Each part is scored independently.

Part 1
Institutions earn the maximum of 8 points for Part 1 of this credit if 20 percent or more of all courses offered by the institution are sustainability courses and/or courses that include sustainability. Incremental points are awarded based on the percentage of course offerings that are sustainability courses and/or courses that include sustainability. For example, an institution where 4 percent of all courses offered are sustainability courses and 6 percent are courses that include sustainability would earn 4 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>Course Type</th>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Courses Offered of Each Type</th>
<th>Divide</th>
<th>Total Number of Courses Offered by the Institution</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Courses</td>
<td>40</td>
<td>×</td>
<td>____</td>
<td>÷</td>
<td>____</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Courses That Include Sustainability</td>
<td>40</td>
<td></td>
<td>____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(up to 8 available)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Scoring Example: Academic Courses (Part 1)

Example College offered **1,000** courses during the past year. Of those courses, **10** were sustainability courses and **65** were courses that included sustainability.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Courses Offered of Each Type</th>
<th>Divide</th>
<th>Total Number of Courses Offered by the Institution</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Courses</td>
<td>40</td>
<td>×</td>
<td><strong>10</strong></td>
<td>÷</td>
<td><strong>1,000</strong></td>
<td>=</td>
<td>0.4</td>
</tr>
<tr>
<td>Courses that Include Sustainability</td>
<td>40</td>
<td></td>
<td><strong>65</strong></td>
<td></td>
<td></td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>
Part 2

Institutions earn the maximum of 6 points for Part 2 of this credit when 90 percent or more of academic departments or their equivalent offer at least one sustainability course or course that includes sustainability. Incremental points are available based on the percentage of academic departments that offer courses with sustainability content. For example, if 45 percent of the departments at an institution offered one or more sustainability courses, that institution would earn 3 points (half of the points available for Part 2 of this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Departments that Offer a Sustainability Course</th>
<th>Divide</th>
<th>Total Number of Departments</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6⅔</td>
<td>×</td>
<td>___</td>
<td>÷</td>
<td>___</td>
<td>=</td>
<td>(Up to 6 available)</td>
</tr>
</tbody>
</table>

Scoring Example: Academic Courses (Part 2)

Example Community College has 30 academic departments. Of those, 10 offer sustainability courses and/or courses that include sustainability.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Departments that Offer a Sustainability Course</th>
<th>Divide</th>
<th>Total Number of Departments</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6⅔</td>
<td>×</td>
<td>10</td>
<td>÷</td>
<td>30</td>
<td>=</td>
<td>2.22</td>
</tr>
</tbody>
</table>
E. Reporting Fields

**Required**
- Number of undergraduate sustainability courses offered
- Number of undergraduate courses offered that include sustainability
- Total number of undergraduate courses offered by the institution
- Number of graduate sustainability courses offered
- Number of graduate courses offered that include sustainability
- Total number of graduate courses offered by the institution
- Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level)
- Total number of academic departments (or the equivalent) that offer courses (at any level)
- An indication of whether data cover one, two, or three years
- A copy of the institution’s inventory of its sustainability course offerings and descriptions (text or upload)
- The website URL where the inventory of sustainability course offerings and descriptions is publicly available. (The inventory can be posted as a stand-alone document or incorporated into a course catalog, as long as the credit criteria are met.)
- A brief description of the methodology the institution used to complete the course inventory (including whether courses were counted by catalog listing or by courses taught; and whether courses were counted by section/offering or by aggregated courses)
- 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**
- Notes about the submission

F. Measurement

**Timeframe**
Report the most recent results and methodology available.

Institutions may choose to inventory and report course offerings from one, two, or three academic years, as long as both the total number of courses offered and the number of sustainability course offerings are measured during the same period.
**Sampling and Data Standards**

Courses that are cross-listed in multiple departments do not count as separate courses. A course is either undergraduate or graduate; no course should be identified as both undergraduate-level and graduate-level.

To streamline the data gathering process, institutions may choose whether or not to count each time a course is offered as a separate course, as long as sustainability course offerings are counted in the same way as total course offerings. For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term may be counted as 3 courses or 1 course, as long as the institution’s course counting methodology is consistent. An institution that elects not to count each time a course is offered as a separate course should verify that 50 percent or more of the sections or offerings of a course include sustainability to count the course as inclusive of sustainability.

Individually-directed courses (e.g. thesis, independent study, practicum), courses of 4 or fewer students and/or special topics courses may be excluded as feasible, as long as they are excluded from both the count of courses with sustainability content and the count of total courses.

Courses should be verified as having been taught during the specified timeframe (e.g. as opposed to being listed in a course catalog, but not taught).

Courses offered by outside entities (e.g. courses offered by other colleges that are part of a consortium with the institution or courses offered through study abroad programs that are not administered by the institution) should not be counted in the reporting institution’s course inventory. However, courses developed and offered jointly by multiple institutions that are listed in the reporting institution’s course catalog may be counted. In such circumstances, courses should be counted consistently. This means that if sustainability courses offered jointly by the participating institution and another entity are included in the inventory, jointly offered courses without sustainability content should be included as well.

Institutions that do not have academic departments or equivalent administrative divisions should report fields of study, programs, subject areas or the equivalent.
Credit Example: Inventory of Sustainability Course Offerings

Example College asked faculty members representing all of its academic departments to identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms*. Following is an excerpt of the completed inventory:

**Sustainability Courses**

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Sustainability</td>
<td>Interdisciplinary Studies</td>
<td>UG</td>
<td>[Description is optional; sustainability focus of the course is apparent from its title.]</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>Geography</td>
<td>UG</td>
<td>[Description is optional; sustainability focus of the course is apparent from its title.]</td>
</tr>
<tr>
<td>Sustainability Science</td>
<td>Ecology and Evolutionary Biology</td>
<td>UG</td>
<td>[Description is optional; sustainability focus of the course is apparent from its title.]</td>
</tr>
<tr>
<td>Introduction to Environmental Studies</td>
<td>Environmental Studies</td>
<td>UG</td>
<td>This course provides an overview of environmental studies as an interdisciplinary academic field centered upon interdependent society – nature relationships. It provides an introduction to the concept of sustainability, critical thinking, the interdependency of social and ecological systems, interdisciplinary approaches, and related social engagement.</td>
</tr>
<tr>
<td>Systems Thinking and Analysis</td>
<td>Engineering</td>
<td>UG</td>
<td>Introduction to the systems thinking process, systems of systems, and the fundamental considerations associated with engineering and sustainable development.</td>
</tr>
<tr>
<td>Society and the Environment</td>
<td>Sociology</td>
<td>UG</td>
<td>This course will enable students to devise their own set of principles for understanding sustainability issues which should be of value in decision-making in their future careers.</td>
</tr>
<tr>
<td>Resilient Societies</td>
<td>Interdisciplinary Studies</td>
<td>UG</td>
<td>Provides an overview of the study of social and economic development in the context of ecological limits. Studies pathways and processes that lead to positive adjustment and sustainable societies.</td>
</tr>
<tr>
<td>Ecological Economics</td>
<td>Economics</td>
<td>UG</td>
<td>This course studies the role of environmental amenities such as clean air and clear water in economic systems. The course analyzes the problems of market outcomes when such amenities are not priced, examines the challenges associated with estimating economic costs and benefits, and emphasizes the connection between economic understanding and improved public policy.</td>
</tr>
<tr>
<td>International Development</td>
<td>International Studies</td>
<td>UG</td>
<td>An interdisciplinary course based on real world problems, direct field experience and current research on the causes of global poverty, environmental degradation, and preventable disease.</td>
</tr>
<tr>
<td>Environmental Ethics</td>
<td>Philosophy</td>
<td>UG</td>
<td>Course examines concepts such as animal rights, the land ethic and environmental justice within the larger context of environmental philosophy.</td>
</tr>
<tr>
<td>Course</td>
<td>Department</td>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>Business</td>
<td>G</td>
<td>This course explores how corporations design, manage and measure social strategies to generate business value. Students will learn frameworks, methodologies and tools and use these to develop CSR strategies for real-world corporations.</td>
</tr>
<tr>
<td>Global Environmental Health</td>
<td>Public Health</td>
<td>G</td>
<td>The public health implications, positive and negative, of society's efforts to mitigate and adapt to climate change will be elaborated, including discussions of ethical, political, economic aspects.</td>
</tr>
<tr>
<td>Environmental Journalism</td>
<td>Journalism</td>
<td>UG</td>
<td>In this course, students will learn the gathering and presentation of stories about environmental issues. We will also study the effect of mass media on the environmental movement and public policy debates.</td>
</tr>
<tr>
<td>Urban Planning</td>
<td>Planning</td>
<td>UG</td>
<td>Examination of current urban planning and policy issues and debates, such as normative theories of good urban form, metropolitan organization and governance, economic development and growth management, edge cities, spatial mismatch hypothesis, urban poverty, racial/ethnic inequality, gender and urban structure, sustainability, and future of cities.</td>
</tr>
<tr>
<td>Organic Agriculture</td>
<td>Plant, Soil and Agricultural Systems</td>
<td>UG</td>
<td>This course asks students to use critical thinking skills to compare organic and industrial agricultural practices and explore food production issues including antibiotics, herbicides, hormones, GMOs, animal welfare, crop yields, nutrients, and pollution.</td>
</tr>
<tr>
<td>National Environmental Policy Act</td>
<td>Public Policy</td>
<td>UG</td>
<td>Learn about the philosophy and practice of ecological theory and policy and discuss contemporary challenges associated with implementation of the National Environmental Policy Act (NEPA).</td>
</tr>
<tr>
<td>Photovoltaic and Wind Turbine Installation</td>
<td>Electrical and Electronics</td>
<td>UG</td>
<td>The course will discuss the fundamentals of photovoltaic and wind power generation, installation and maintenance practices.</td>
</tr>
<tr>
<td>Conservation Biology</td>
<td>Biology</td>
<td>G</td>
<td>The focus of this course is on the science of conservation biology in the context of environmental policy, socioeconomic demands, and environmental ethics. Topics will include population biology, extinction, wildlife management, the role of science in making environmental policy, wetlands conservation, sustainable agriculture and forestry, integrated land-use management, and vegetation analysis.</td>
</tr>
<tr>
<td>Health Disparities</td>
<td>Public Health</td>
<td>UG</td>
<td>Students learn the nature of socioeconomic, racial and ethnic disparities in health status, and become familiar with the research literature on disparities in health care.</td>
</tr>
<tr>
<td>Infill Development</td>
<td>Public Policy</td>
<td>G</td>
<td>This course provides students with a comprehensive understanding of urban infill development, including the economic development thrust of urban infill and the political, environmental and community dimensions of projects.</td>
</tr>
<tr>
<td>Integrated Pest Management</td>
<td>Plant, Soil and Agricultural Systems</td>
<td>UG</td>
<td>Course is designed to provide an overview of IPM in agricultural situations. The course covers the fundamentals of pest management; safe use of and alternatives to pesticides; and the development, classification, and identification of insects.</td>
</tr>
</tbody>
</table>

STARS 2.0.1 Technical Manual  31  AC | Curriculum
Peace Studies | Peace Studies | UG | This course provides an overview of the field of peace studies and examines theories related to peace, conflict studies and non-violence. Students gain an understanding of the various tools and processes that are used internationally in working towards a more equitable, just and peaceful world.

| Life Cycle Assessment | Business | G | Green supply chains are an important part of sustainable business practice. This course teaches about green product and service supply chains and compliance requirements. |

### Courses That Include Sustainability

<table>
<thead>
<tr>
<th>Title</th>
<th>Department</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Chemistry</td>
<td>Chemistry</td>
<td>UG</td>
<td>Includes a module on green chemistry and chemistry’s contribution to sustainability</td>
</tr>
<tr>
<td>Art and Social Change</td>
<td>Art and Architecture</td>
<td>UG</td>
<td>One of the course’s listed objectives is to examine art’s potential contribution to sustainability</td>
</tr>
<tr>
<td>Construction Management</td>
<td>Construction and Environmental Management</td>
<td>UG</td>
<td>Includes a unit on green building</td>
</tr>
<tr>
<td>Math in Society</td>
<td>Mathematics</td>
<td>UG</td>
<td>Includes practice problems that are oriented around sustainability</td>
</tr>
<tr>
<td>Business in the European Union</td>
<td>Business</td>
<td>G</td>
<td>Includes a unit on sustainability, corporate social responsibility (CSR) and EU policy</td>
</tr>
<tr>
<td>Applied Ethics</td>
<td>Philosophy</td>
<td>UG</td>
<td>Includes discussion of inter-generational equity and the sustainability ethic</td>
</tr>
<tr>
<td>HVAC II</td>
<td>Construction and Environmental Management</td>
<td>UG</td>
<td>Includes a unit on high-efficiency and geothermal HVAC systems</td>
</tr>
<tr>
<td>Cause Marketing</td>
<td>Communications</td>
<td>UG</td>
<td>Case studies include marketing around corporate social responsibility (CSR) and sustainability.</td>
</tr>
<tr>
<td>Social Problems and Social Change</td>
<td>Sociology</td>
<td>UG</td>
<td>Includes units on sustainability, environmental movements and activism, and responses to climate change</td>
</tr>
<tr>
<td>Literature and Nature</td>
<td>Literary Arts</td>
<td>UG</td>
<td>Includes readings on the relationship between humans and the land and a writing assignment related to sustainability</td>
</tr>
</tbody>
</table>
AC 2: Learning Outcomes

8 points available

A. Credit Rationale
This credit recognizes institutions with sustainability learning outcomes associated with program degrees and/or courses of study. Learning outcomes help students develop specific sustainability knowledge and skills and provide institutions and accrediting bodies with standards against which to assess student learning.

B. Criteria
Institution’s students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:
- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for AC 3: Undergraduate Program and AC 4: Graduate Program) in lieu of the above criteria.
C. Applicability
This credit applies to all institutions that have degree programs.

D. Scoring
Institutions earn the maximum of 8 points available for this credit when all students graduate from programs that have adopted at least one sustainability learning outcome. Incremental points are available based on the percentage of students who graduate from such programs. For example, if half of all students graduated from programs that have specified sustainability learning outcomes, an institution would earn 4 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 Students who Graduated from a Program that Has Adopted at Least One Sustainability Learning Outcome</th>
<th>Divide</th>
<th>Total Number of Graduates</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring Example: Learning Outcomes

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Students who Graduated from a Program that Has Adopted at Least One Sustainability Learning Outcome</th>
<th>Divide</th>
<th>Total Number of Graduates</th>
<th>Equals</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>×</td>
<td>250</td>
<td>÷</td>
<td>1,000</td>
<td>=</td>
<td>2</td>
</tr>
</tbody>
</table>
E. Reporting Fields

Required
- Number of students who graduated from a program that has adopted at least one sustainability learning outcome
- Total number of graduates from degree programs
- 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 students who graduated from a program that has adopted at least one sustainability learning outcome:
- A list of degree, diploma or certificate programs that have sustainability learning outcomes (text or PDF upload)

Optional
- A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs
- The website URL where information about the institution's sustainability learning outcomes is available
- Notes about the submission

F. Measurement

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

Sampling and Data Standards
Not applicable
AC 3: Undergraduate Program

3 points available

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

**B. Criteria**
Institution offers at least one:
- **Sustainability-focused program** (major, degree program, or equivalent) for undergraduate students
  - And/or
- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education.

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

**D. Scoring**
Institutions earn the maximum of 3 points available for this credit for having at least one sustainability-focused degree program or the equivalent for undergraduate students. Partial points are available. An institution with no sustainability-focused degree program that has at least one sustainability-focused minor, concentration or certificate earns 1.5 points (half of the points available for this credit).

**E. Reporting Fields**

**Required**
- An indication of whether the institution offers at least one sustainability-focused major, degree program, or the equivalent for undergraduate students
- An indication of whether the institution offers one or more sustainability-focused minors, concentrations or certificates for undergraduate students
☐ 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-focused undergraduate major, degree program, or the equivalent for undergraduate students:

☐ The name, description and website URL of each sustainability-focused undergraduate degree program

Required if the institution is reporting an undergraduate-level sustainability-focused minor, concentration or certificate:

☐ The name, description and website URL of each undergraduate-level sustainability-focused minor, concentration or certificate

**Optional**

☐ Notes about the submission

**F. Measurement**

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

**Sampling and Data Standards**
Not applicable
AC 4: Graduate Program

3 points available

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

B. Criteria
Institution offers at least one:
• Sustainability-focused program (major, degree program, or equivalent) for graduate students
And/or
• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in EN 11: Continuing Education.

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

D. Scoring
Institutions earn the maximum of 3 points available for this credit for having at least one sustainability-focused degree program or the equivalent for graduate students. Partial points are available. An institution with no sustainability-focused degree program for graduate students that has at least one graduate-level sustainability-focused minor, concentration or certificate earns 1.5 points (half of the points available for this credit).

E. Reporting Fields

Required
□ An indication of whether the institution offers at least one sustainability-focused major, degree program, or the equivalent for graduate students
□ An indication if the institution offers one or more graduate-level sustainability-focused minors, concentrations or certificates
- 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-focused major, degree program, or the equivalent for graduate students:
- The name, description and website URL of each sustainability-focused, graduate-level degree program

Required if the institution is reporting a sustainability-focused minor, concentration or certificate for graduate students:
- The name, description and website URL of each graduate-level sustainability-focused minor, concentration or certificate

**Optional**

- Notes about the submission

**F. Measurement**

**Timeframe**

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

**Sampling and Data Standards**

Not applicable
AC 5: Immersive Experience

2 points available

A. Credit Rationale
This credit recognizes institutions that offer sustainability-focused immersive experience programs. Sustained immersive experiences such as community-based internships and “study abroad” programs give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

B. Criteria
Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

• It concentrates on sustainability, including its social, economic, and environmental dimensions
  And/or
• It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See Credit Example, below, for further guidance.

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

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 offers at least one immersive, sustainability-focused educational study 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 an immersive, sustainability-focused educational study program:
- A brief description of the sustainability-focused immersive program(s) offered by the institution (including how each program addresses the social, economic, and environmental dimensions of sustainability)

Optional
- The website URL where information about the immersive program(s) is available
- Notes about the submission

F. Measurement

Timeframe
Programs offered during the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards
Not applicable

Credit Example: Immersive Experience

Example 1: Eco-village semester
Example Community College offers a semester abroad at one of eight affiliated overseas and domestic eco-villages. These eco-villages are sustainability-themed communities where students engage in sustainability skills and issues relevant to that culture and region. The semester experience includes academic content taught by resident faculty at each eco-village as well as practitioners of sustainable practices. In addition, the semester stresses immersion in the culture of sustainability by interacting and working with the people that live there as well as in surrounding areas to develop solutions to environmental, social and economic problems.

Example 2: Local service semester
Example University offers formal semester-long, full-time internships with three local non-profit organizations that serve to advance sustainability. Each organization has a designated faculty liaison that also serves as a mentor for students involved with a particular sustainability organization. As part of the internships, students must complete a substantial academic writing project. These reflections focus on sustainability learning and are presented to all students that completed academic internships that semester.
AC 6: Sustainability Literacy Assessment

4 points available

A. Credit Rationale
This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.

B. Criteria
Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

C. Applicability
This credit applies to all institutions.

D. Scoring
Institutions earn the maximum of 4 points available for this credit by assessing the sustainability literacy of 90 percent or more of the institution’s students (directly or by representative sample) and conducting a follow-up assessment of the same cohort(s) using the same instrument. Incremental points are available based on the percentage of the total student population assessed and whether or not follow-up assessment(s) are conducted. For example, an institution that regularly assesses 90 percent of incoming students, but does not conduct follow-up assessments using the same instrument would earn 2 points (half of the points available for this credit).

An institution that conducts an assessment using a representative sample earns points based on the total population from which the sample is drawn. For example, an institution that conducts an assessment and follow-up with a sample that is representative of the entire student population would earn the maximum of 4 points available for this credit. Likewise, an institution that conducts an assessment and follow-up with a sample that is representative of 45 percent of its total student population would earn 2 points (half of the points available for this credit).

An institution that conducts an assessment of an unrepresentative portion of the student population earns points based on the actual number of students assessed. For example, an
institution that conducts a mandatory survey and follow-up assessment of all students in a living learning community (4.5 percent of the total student population) would earn 0.2 points (5 percent of the points available for this credit).

Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factors</th>
<th>Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.044</td>
<td>×</td>
<td>____</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.022</td>
<td>×</td>
<td>____</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

Total Points | (Up to 4 available)

**E. Reporting Fields**

**Required**
- The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted (0-100)
- The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment (0-100)
- 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 has assessed its students for sustainability literacy:
- A copy of the questions included in the sustainability literacy assessment(s) (text or PDF upload)
- A brief description of how the assessment(s) were developed
- A brief description of how the assessment(s) were administered (including how a representative sample was reached, if applicable)
- A brief summary of results from the assessment(s)
Optional

☐ The website URL where information about the literacy assessment(s) is available
☐ Notes about the submission

F. Measurement

Timeframe
Report the most recent data available. Sustainability literacy assessments administered and/or followed up within the three years prior to the anticipated date of submission are eligible for this credit. Institutions may choose to report data from one, two, or three academic years, as long as both the total number of students and the number of students assessed are measured during the same time period.

Sampling and Data Standards
Institutions may choose to measure sustainability literacy by administering a survey to a representative sample of the student population being assessed or by surveying the entire student population being assessed (e.g. by making the assessment mandatory).

In conducting an assessment of an entire class or cohort of students, care should be taken so that participation in the assessment is not skewed toward individuals with an interest in sustainability, e.g. by employing appropriate sampling techniques or making the assessment mandatory.

Institutions may report on a single assessment or on multiple assessments that target different groups (e.g. students taking specific courses). To the extent possible, students should not be double-counted.
## Scoring Examples: Sustainability Literacy Assessment

### Example 1
Model College conducts a sustainability literacy assessment at the beginning and end of a required sustainability-themed course that is taken by all first-year students. The survey results are used to help the college modify the course content.

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.044</td>
<td>x</td>
<td>100</td>
<td>=</td>
<td>4</td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.022</td>
<td>x</td>
<td>0</td>
<td>=</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Points**

4

### Example 2
Example University assesses the sustainability literacy of students enrolled in its College of Arts and Sciences (accounting for 45 percent of total enrollment) and College of Education (accounting for 10 percent of total enrollment) using representative samples. It does not assess students enrolled in other divisions. The university conducts a follow-up assessment with a representative sample of the same cohort group of Arts and Sciences students three years later, but does not conduct a follow-up assessment with Education students.

<table>
<thead>
<tr>
<th>Level of Sustainability Literacy Assessment</th>
<th>Factor</th>
<th>Multiply</th>
<th>Percentage of Students Assessed at Each Level (0-100)</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Follow-up with Same Cohort</td>
<td>.044</td>
<td>x</td>
<td>45</td>
<td>=</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Without Follow-Up</td>
<td>.022</td>
<td>x</td>
<td>10</td>
<td>=</td>
<td>0.2</td>
</tr>
</tbody>
</table>

**Total Points**

2.2
AC 7: Incentives for Developing Courses

2 points available

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

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

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

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

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 has an ongoing incentives program or 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 an incentives program:
- A brief description of the program(s), including positive outcomes during the previous three years (e.g., descriptions of new courses or course content resulting from the program)
- A brief description of the incentives that faculty members who participate in the program(s) receive

Optional
- The website URL where information about the incentive program(s) is available
- Notes about the submission

F. Measurement

Timeframe
Programs or incentives that were offered within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards
Not applicable
AC 8: Campus as a Living Laboratory

4 points available

A. Credit Rationale
This credit recognizes institutions that utilize their infrastructure and operations as living environments for multidisciplinary learning, applied research and practical work that advances sustainability on campus. Students that actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation.

B. Criteria
Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and/or practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see Credit Example, below). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has an academic component (i.e. is not solely physical labor).

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: Immersive Experience, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

C. Applicability
This credit applies to all institutions where students attend the physical campus.

D. Scoring
Institutions earn 0.4 points for each area covered, regardless of how many projects there are in each area. Institutions with projects that cover 10 or more areas earn the maximum of 4 points available for this credit.
E. Reporting Fields

Required
- An indication of whether the institution is utilizing its campus as a living laboratory in the following areas:
  - Air & Climate
  - Buildings
  - Dining Services/Food
  - Energy
  - Grounds
  - Purchasing
  - Transportation
  - Waste
  - Water
  - Coordination, Planning & Governance
  - Diversity & Affordability
  - Health, Wellbeing & Work
  - Investment
  - Public Engagement
  - 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 it is submitted and available to the public.

Conditional
Required for each area for which the institution is reporting student learning, applied research or practical work:
- A brief description of the student work and positive outcomes

Optional
- The website URL where information about the institution’s campus as a living laboratory program or projects is available
- Notes about the submission

F. Measurement

Timeframe
Projects and work conducted within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards
Not applicable
Credit Example: Campus as a Living Laboratory

Example University utilizes its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in the following ways:

- A student completed a capstone project evaluating local carbon offset opportunities for the university. (Air & Climate)
- Students living in LEED-certified housing used and developed “smart home” technologies as part of an independent study course. (Buildings)
- A student spent the summer interning with Physical Plant Continuous Commissioning Engineers surveying rooms in selected buildings, providing research and documentation on occupancy sensors, coordinating with lighting projects and developing installations packages that resulted in measurable energy savings. (Energy)
- As a class project, students developed a business plan for a student-governed food cooperative. (Dining Services/Food)
- A group of students conducted a semester-long project to analyze the application of clean and renewable energy on campus. (Energy)
- Students participated in a year-long study to catalog insect species found on campus. The results were used to inform the university’s integrated pest management program. (Grounds)
- A class completed a Life Cycle Assessment on university vendor practices. (Purchasing)
- A student developed and helped implement a proposal to install bicycle repair stations on campus as the capstone project of an independent study course. (Transportation)
- Students participated in the U.S. EPA Food Recovery Challenge and achieved measurable reductions in campus food waste. (Waste)
- Environmental Studies students constructed a water budget for the campus based on rainfall, evapo-transpiration rate, groundwater availability and other factors. The budget is used to inform campus water conservation strategies and goals. (Water)
- A class conducted a qualitative survey of local community members affected by a proposed campus expansion and presented the results to administrators. (Public Engagement)
- A planning student completed a thesis outlining a smart growth model for the campus. (Coordination, Planning & Governance)
- Sociology students conducted a survey of gender neutral facilities on campus and delivered recommendations to administrators. (Diversity & Affordability)
- An MD candidate studied health risks associated with pesticide use on campus. (Health, Wellbeing & Work)
- Students in an economics course worked with faculty members to complete a wage study comparing the compensation of university employees with the local cost of living. (Health, Wellbeing & Work)
- Students published a paper detailing the university’s investments in companies that practice and support hydraulic fracking. (Investment)
- An art student’s thesis project examined the role of the creative and performing arts in communicating sustainability and culminated in a campus project to inspire behavior change. (Other)
Research

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Points Available: 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 9</td>
<td>Academic Research*</td>
</tr>
<tr>
<td>AC 10</td>
<td>Support for Research*</td>
</tr>
<tr>
<td>AC 11</td>
<td>Access to Research*</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
AC 9: Academic Research

12 points available

A. Credit Rationale
This credit recognizes institutions where faculty and staff are conducting research on sustainability topics. Conducting an inventory of an institution’s sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. The percentage of research faculty and staff and departments that are engaged in sustainability research are measures of the spread of sustainability research.

B. Criteria

Part 1
Institution’s faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2
Institution’s academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of “sustainability research” outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

C. Applicability
This credit applies to all institutions where research is considered in faculty promotion and/or tenure decisions. Institutions that do not consider research in faculty promotion and/or tenure decisions as a matter of policy or standard practice may choose to pursue or omit this credit.
D. Scoring
Each part is scored independently.

Part 1
Institutions earn the maximum of 6 points available for Part 1 of this credit when 15 percent or more of faculty and staff that are engaged in research are engaged in sustainability research. Incremental points are awarded based on the percentage of researchers that are engaged in sustainability research. For example, if 7.5 percent of faculty and staff that are engaged in research are engaged in sustainability research, an institution would earn 3 points (half of the points available for Part 1 of this credit). Points earned are calculated according to the following table:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Faculty and Staff Engaged in Sustainability Research</th>
<th>Divide</th>
<th>Total Faculty and Staff Engaged in Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>×</td>
<td>______</td>
<td>÷</td>
<td>______</td>
<td>=</td>
<td>(Up to 6 available)</td>
</tr>
</tbody>
</table>

**Scoring Example: Academic Research (Part 1)**

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Faculty and Staff Engaged in Sustainability Research</th>
<th>Divide</th>
<th>Total Faculty and Staff Engaged in Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>×</td>
<td>200</td>
<td>÷</td>
<td>2,500</td>
<td>=</td>
<td>3.2</td>
</tr>
</tbody>
</table>
Part 2
Institutions earn the maximum of 6 points available for Part 2 of this credit when 75 percent or more of departments that conduct research are engaged in sustainability research. Incremental points are available based on the percentage of departments that conduct sustainability research. For example, if 25 percent of departments that conduct research are engaged in sustainability research, an institution would earn 2 points (⅓ of the points available for Part 2 of this credit). 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>Departments that Conduct Sustainability Research</th>
<th>Divide</th>
<th>Total Number of Departments that Conduct Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>×</td>
<td>10</td>
<td>÷</td>
<td>50</td>
<td>=</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Scoring Example: Academic Research (Part 2)
Example University has 50 academic departments that conduct research. Of those, 10 conduct research about sustainability.

E. Reporting Fields
Required
- Number of the institution’s faculty and/or staff engaged in sustainability research (headcount)
- Total number of the institution’s faculty and/or staff engaged in research (headcount)
- Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research
- Total number of academic departments (or the equivalent) that conduct research
**Conditional**

Required if the institution is reporting sustainability research:

- Names and department affiliations of faculty and staff engaged in sustainability research (text or upload)
- A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers)
- 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 descriptions of notable accomplishments during the previous three years by faculty and staff engaged in sustainability research, including names and department affiliations
- The website URL where information about sustainability research is available
- Notes about the submission

**F. Measurement**

**Timeframe**

Report the most recent definition, results and methodology available.

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

**Sampling and Data Standards**

An institution may adopt a definition of faculty and staff that are engaged in research that is appropriate given its unique circumstances. Institutions may report on faculty only, or choose to include staff researchers and/or graduate student employees that conduct research, as long as they are reported in both the count of faculty and staff that are engaged in research and the count of faculty and staff that are engaged in sustainability research. Likewise, institutions may report on faculty and staff regardless of status (e.g. full-time, part-time, adjunct, graduate student), as long as they are counted consistently.

Institutions that do not have academic departments or equivalent administrative divisions should report fields of study, programs, subject areas or the equivalent.
AC 10: Support for Research

4 points available

A. Credit Rationale
This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Providing support and incentives demonstrates that sustainability is an institutional priority and can help deepen students’ understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Giving interdisciplinary research equal weight as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.

B. Criteria
Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

C. Applicability
This credit applies to all institutions where research is considered during faculty promotion and/or tenure decisions. Institutions that do not consider research in faculty promotion and/or tenure decisions as a matter of policy or standard practice may choose to pursue or omit this credit.
D. Scoring
Institutions earn the maximum of 4 points available for this credit by providing all of the incentives and supports listed in the criteria above. Partial points are available based on the number of incentives and/or supports provided. For example, an institution that provides 2 of the 4 incentives or supports listed would earn 2 points (half of the points available for this credit).

E. Reporting Fields

Required
- An indication of whether the institution has a program to encourage student sustainability research that meets the criteria for this credit
- An indication of whether the institution has a program to encourage faculty sustainability research that meets the criteria for this credit
- An indication of whether the institution has formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions
- An indication of whether the institution has ongoing library support for sustainability research and learning 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 for each support or policy the institution is reporting:
- A brief description of the support, policy or program, including any positive outcomes during the previous three years

Optional
- The website URL(s) where information about the research supports and programs is available
- Notes about the submission

F. Measurement

Timeframe
Active programs and policies, and incentives offered within the three years prior to the anticipated date of submission are eligible for this credit.

Sampling and Data Standards
Not applicable
AC 11: Access to Research

2 points available

A. Credit Rationale
This credit recognizes institutions that have policies and repository programs in place to ensure open access to all new peer-reviewed research produced by their faculties. Institutions that empower faculty to distribute their scholarly writings freely help stimulate learning and innovation, and facilitate the translation of this knowledge into public benefits that advance sustainability.

B. Criteria
Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

C. Applicability
This credit applies to all institutions where research is considered during faculty promotion and/or tenure decisions. Institutions that do not consider research in faculty promotion and/or tenure decisions as a matter of policy or standard practice may choose to pursue or omit this credit.

D. Scoring
Institutions earn the maximum of 2 points available for this credit by having an open access policy that meets the criteria above covering the entire campus. Incremental points are available based on the percentage of the institution’s research-producing divisions (e.g. schools, colleges, departments) that are covered by an open access policy. For example, an institution with an open access policy covering 3 of its 6 colleges that produce research 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>Number of Divisions Covered By a Policy Assuring Open Access to Research</th>
<th>Divide</th>
<th>Total Number of Divisions That Produce Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>×</td>
<td>___________</td>
<td>÷</td>
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<td></td>
</tr>
</tbody>
</table>

Scoring Example: Access to Research

Example University has 25 academic departments that produce academic research. Of those, 5 are covered by an open access policy.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Multiply</th>
<th>Number of Divisions Covered By a Policy Assuring Open Access to Research</th>
<th>Divide</th>
<th>Total Number of Divisions That Produce Research</th>
<th>Equals</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>×</td>
<td>5</td>
<td>÷</td>
<td>25</td>
<td>=</td>
<td>0.4</td>
</tr>
</tbody>
</table>

E. Reporting Fields

Required
- Total number of institutional divisions (e.g. schools, colleges, departments) that produce research
- Number of divisions covered by a policy assuring open access to research
- An affirmation that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party. 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 an open access policy:
- A brief description of the policy, including the date adopted and repository(ies) used
- The open access policy (text or PDF upload)
- The website URL where the open access repository is available
Optional

- A brief description of how the institution’s library(ies) support open access to research
- The website URL where information about open access to the institution's research is available
- Notes about the submission

F. Measurement

Timeframe
Current policies and programs are eligible for this credit

Sampling and Data Standards
Not applicable