2.2 Review Template

The Google Sheets version of this template is available as "View Only". To access an editable version, please select "Make a Copy" under the File menu.

About	As part of our efforts to continuously improve STARS data quality and the reporting process, AASHE released a STARS Review Template in 2018, which has been improved and updated for the latest version, STARS 2.2. This template highlights common issues that AASHE staff have identified during standard post-submission reviews. Institutions pursuing the Reporting Assurance credit (PA 4) under 2.2 can receive points in STARS for conducting either independent or internal review by completing this template. Assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. In order to receive points for Reporting Assurance, the assurance process must have been successful in identifying and resolving inconsistencies and errors. *AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was not successful in minimizing inconsistencies and errors outlined in this template.*
Benefits of Participating	Use of the template will help institutions identify potential data accuracy issues, which will result in higher quality content in current and future reports, fewer issues post-submission, and quicker turnaround time leading to report publication and rating.
	Institutions completing independent or internal review can earn STARS points by completing the *PA 4: Reporting Assurance* credit.
	Peer reviewers can help their institution earn points under the *EN 11: Inter-Campus Collaboration* credit.
Independent & Internal Review	For consistency, all reviewers must use the standard review template provided in this document. Reviews may be conducted by a single individual or a team.
External Review:	Conducted by individuals who are affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).
Internal Review:	Conducted by individuals who are affiliated with the organization for which a report is being submitted, and are not directly involved in the data collection process. At minimum, two institutional contacts must be involved in the internal review process (one individual conducting the review and another addressing the review results).

About the Template	1. This template includes information on common issues identified for each STARS credit. Common issues across all credits are also provided in a separate tab.
	2. The template is organized with separate tabs for each STARS Category:
	a. Report Preface (PRE)
	b. Academics (AC)
	c. Engagement (EN)
	d. Operations (OP)
	e. Planning & Administration (PA)
	f. Innovation & Leadership (IN)
	3. Reviewers should complete each Category Tab, and the Final Status column should be completed. A second round of reviews may be needed to ensure that issues identified by reviewers have been adequately addressed.
	4. Credits that have historically had high error rates under the current STARS version are highlighted in this template.
Instructions	1. Once reviewer(s) has/have been identified, they should receive an editable copy of this template.
	a. STARS Website includes a Google Sheets and Excel version available for download:
	Download the latest version of the review Template
	b. Reviewers can be given access to the Institution's report in the STARS Reporting Tool if they do not already have access. See "Users" tab under "My Summary" section of Reporting Tool. Reviewers can also be provided with a PDF copy of the report (Go to "My Submission" in Reporting Tool, select "Export".
	2. Reviewers should access and refer to the latest version of the STARS 2.2 Technical Manual
	a. STARS Help Center credit articles provide useful guidance for reviewers and institutions participating in STARS. Credit articles are linked in this template.
	3. Conducting Reviews:
	a. Reviewer information should be filled out below.
	b. Reviewer(s) should review each credit, mark any issues in the dropdown fields, and provide a "First Review Status" decision for each credit.
	c. Once the initial review is complete for all credits, a copy of the document should be saved and forwarded to the STARS liaison.
	d. The STARS liaison is responsible for addressing the reviewer questions through edits and clarifications in the STARS Reporting Tool. Reviewer should check that responses now satisfy credit criteria in any areas that were marked as requiring revision. This second review should be noted in subsequent columns of the Review template.
	e. Multiple rounds of review may be needed. While the current template includes two review rounds, additional columns may be added if needed.
	f. If Reviewers are unsure about a particular response, or if responses are not satisfactorily addressed, the STARS liaison and/or reviewer can request feedback from AASHE staff by emailing stars@aashe.org.

	g. Once all issues have been addressed, "Final Status" for each credit should be updated in the last column of each sheet to indicate that all issues have been addressed.
	h. The reviewer must submit an upload affirming that the reviewer responsibilities outlined in the Exemplary Practice credit criteria have been fully addressed.
	i. A final version of the completed STARS Review Template and copies of Reviewer Affirmations must be uploaded under the Pre-Submission Review exemplary practice credit.
Reviewer Information	*Primary reviewer information. See optional reviewer fields (below) if more than one individual has reviewed the report.*
Reviewer 1	
Name:	Martha Larson
Type of Review:	Internal
Title & Organization:	Manager of Campus Energy & Sustainability, Carleton College
Email (optional):	
Comments (optional):	
Other Reviewer(s) - Optional	Use these fields if multiple individuals collaborated on a single review (i.e., different reviewers by section but only one reviewer per credit). Use the comments space to indicate which credits or section each reviewer reviewed. If you have multiple reviewers each doing complete reviews (i.e., reviewing all credits), please upload a new completed template for each complete review.
Reviewer 2	
Name:	Eric Runestad
Type of Review:	Internal
Title & Organization:	Vice President & Treasurer, Carleton College
Email (optional):	
Comments (optional):	
Reviewer 3	
Name:	Steve Spehn
Type of Review:	Internal
Title & Organization:	Director of Facilities, Carleton College

Email (optional):	
Comments (optional):	
Reviewer 4	
Name:	
Type of Review:	
Title & Organization:	
Email (optional):	
Comments (optional):	

Common Issues

Supporting Affirmative Responses	Affirmative responses must be supported by information provided in descriptive fields, particularly in scoring fields that require a descriptive response following a Yes or similar affirmation.
Avoiding or Clarifying Data Outliers	Data outliers can be the result of exemplary performance, a change in operations, or quite frequently, a mistake or miscalculation. Outliers can have significant scoring impacts, so it's important to pay attention to them and make revisions if they are the result of an error or miscalculation. For outliers due to exemplary performance, please provide information about how this was achieved in the Notes fields.
Aligning Credit Timeframes	In general, STARS content must be current at the time of submission, or based on data from within the last three years prior to submitting. Care should be taken to ensure that information falls within the expected Timeframe (particularly when updating a report).
Data Consistency Across Credits	Some information in STARS is asked in multiple sections, and can be quickly duplicated using the Copy From feature. While consistency between credits is typical, there are circumstances where a discrepancy can be expected. We recommend clarifying the reason for any valid discrepancies in the Notes field. See related Help Center article on [Sharing information between credits](#).
Valid and Working URLs	It is common for URLs to change over time. Be sure to check that they are working before submitting a credit as complete. Supporting information via URL is typically optional, though there are a few credits where a working URL is required.

Tips

Institutions that are part of a college/university system should compare data with rated reports from other system institutions.	A number of credits in STARS allow institutions to submit information based on institution OR system-wide standards and practices. This is particularly relevant for the Sustainable Purchasing and Participatory Governance credits. Before submitting, check to see what other institutions in the system are submitting.
Email stars@aashe.org if questions arise.	If a question comes up during the review process, or to settle a discrepancy in credit interpretation between reviewers and submitters, please email stars@aashe.org so our team can help resolve the question. Reviewers can use the "Unsure" option if there is any uncertainty. The submitter must ensure that the question is resolved before the report is submitted.

Credit & Help Center link * High error rate credits	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st Review	Institution Response: 1st Review	Status: 2nd Review	Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
PRE 1: Executive Letter	File is from a top ranking executive (President, Chancellor, Vice President, or Provost)	Requires revision	Eric to create a letter once STARS report is reviewed	Alex sent draft letter to Barb and Eric for his signature after review period	Meets criteria			Meets criteria
PRE 2: Points of Distinction	*No known issues.*	Meets criteria						Meets criteria
PRE 3: Institutional Boundary	Institution Type - US institutions should match Carnegie Data, with the exception of Tribal and Special Focus Institutions, which should fall under one of the other options. Non-US institutions should report the most appropriate UNESCO level, as identified in the credit language.	Meets criteria						Meets criteria
PRE 4: Operational Characteristics	Timeframe: Response references most recent operational characteristics for which data are available at the time of submission.	Meets criteria	FY21					Meets criteria
PRE 5: Academics & Demographics*	Data Consistency: Full Time equivalent fields for students and academic staff should be lower than headcount fields for most institutions. Identical amounts are generally only valid if the institution has no part-time employees/students. Lower student headcount amounts are only valid if a significant number of students enroll in more courses than the standard full-time load.	Meets criteria						Meets criteria

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AC 1: Academic Courses*	Score outlier: Uncommon for institutions to earn full points or very close to it. If a high score is reported, check closely for the issues below.	Meets criteria						
	Numeric outlier: Low response under "Total number of academic departments that offer courses" (below 10) is unlikely and should be reviewed closely (particularly for medium-sized or larger institutions). Academic departments are devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology). Valid discrepancies or clarifications should be clarified in the Notes field.	Meets criteria						
	Definitions for "sustainability-focused courses" and "sustainability-inclusive courses" are followed. To count, the course title or description must include the term "sustainability"; focus on ecological and social/economic systems; OR focus or a major sustainability challenge. A common mistake is identifying courses as sustainability-focused that only address the social component (e.g. Social Work, International Relations) without referencing ecological dimensions or a sustainability challenge.	Meets criteria						
	Inventory is complete - For each course, the inventory should include, at minimum, the title, department (or equivalent), and level of each course (i.e., undergraduate or graduate), as well as a brief course description (or rationale for why the course is being included). The course description or rationale must clarify how the course references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.	Meets criteria						
	The count of courses reported under the credit should be consistent with the count included in the inventory. Valid discrepancies should be clarified in the Notes field.	Meets criteria						
	Data Consistency: Number of academic departments should be consistent between PRE 5 and AC 1 if the same Performance Year is used. Valid discrepancies must be clarified in the Notes field.	Meets criteria			Meets criteria			Corrected
AC 2: Learning Outcomes*	Score Outlier - Uncommon for institutions to earn full points or very close to it. If a high score is reported, check closely for the issues below.	Meets criteria						
	Numeric Outlier - Part 2: A high amount (70%+) under "Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome" may indicate misclassification of sustainability-focused courses, programs and/or learning outcomes. If a high amount is reported, check closely for the issues below.	Meets criteria						
	Part 1 and Part 2: Sustainability-focused learning outcomes include the term "sustainability" OR have an explicit focus on the interdependence of ecological systems and social/economic systems. A common mistake is listing an outcome as sustainability-focused when it does not cover ecological dimensions of sustainability.	Meets criteria						
	Part 2: Response must reference completion of academic programs and should not reflect student participation in general education as recognized in Part 1. To Count, programs must meet one of three criteria: 1. Programs are Identified as sustainability-FOCUSED under AC 3: Undergraduate Program or AC 4: Graduate Program. 2. Programs have adopted one or more sustainability-FOCUSED learning outcomes that reference the interdependence of ecological systems AND social/economic systems. 3. Programs REQUIRE successful completion of a sustainability-FOCUSED course as identified in AC 1: Academic Courses.	Suggestion for improvement	What is the possibility of a minor?		Meets criteria			Corrected
AC 3: Undergraduate Program	Sustainability-focused programs have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. The sustainability focus of such a program should be explicit in the program title or description.	Meets criteria						
	Valid URLs are required for each program.	Meets criteria			Meets criteria			Meets criteria
AC 4: Graduate Program	Sustainability-focused programs have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. The sustainability focus of such a program should be explicit in the program title or description.	Not Pursuing or Not Applicable						
	Valid URLs are required for each program.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable

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AC 5: Immersive Experience	To count, the immersive program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.	Meets criteria			Meets criteria			Meets criteria
	Immersive programs must be one week or longer in duration. Sustainability-focused immersive programs that are shorter in duration may be claimed under *AC 8: Campus as a Living Laboratory* if criteria for that credit are met.	Meets criteria						
AC 6: Sustainability Literacy Assessment*	Assessment must cover sustainability literacy rather than sustainability-related values, behaviors or beliefs. An institution may use a single instrument that addresses literacy AND culture/engagement if a substantive portion of the assessment (e.g., at least 10 questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges. Literacy questions typically include right/wrong answers, whereas culture/behavior/engagement questions do not.	Suggestion for improvement						
	If "The entire student body or, at minimum, to the institution's predominant student body" is selected, descriptive information must explain how a representative sample was achieved. If there is indication that a non-representative sample was assessed (e.g., only one class participated), response should be changed to "A subset of students..."	Not Pursuing or Not Applicable						
	If "Pre- and post-assessment to the same cohort of students or to representative samples..." is selected, there must be some mention of a follow-up assessment (A scheduled post assessment that has not yet occurred may count.) If the support isn't there, response should be changed to "Standalone evaluation without a follow-up assessment..."	Not Pursuing or Not Applicable	Can we talk to IRA for adding a question to the freshman/senior surveys?	They can add a question, but that doesn't count for this category. We need to have at least 10 questions and be 1/3 of the overall survey. IRA suggests sending out a new survey. Will work on for FY22	Corrected			Corrected
AC 7: Incentives for Developing Courses	Any programs or initiatives must specifically incentivize sustainability in the curriculum. General or interdisciplinary faculty development or course development programs do not count, unless the program is clearly focused on sustainability or has a sustainability component.	Suggestion for improvement	Talk with Dean of the College to see what programs are available.	Complete	Corrected			Corrected
AC 8: Campus as a Living Laboratory	Living laboratory or experiential learning projects must have a clear curricular or learning component. Supervised student internships, co-curricular activities and non-credit work may count only if there is a formal learning component that is outlined in the descriptive response (i.e., there are opportunities to document and assess what students are learning).	Meets criteria			Meets criteria			Meets criteria
AC 9: Research & Scholarship	Numeric outlier: Response for "Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research" should be comprehensive. Amounts below 10 should be reviewed closely (particularly for medium-sized or larger institutions). Academic departments are devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology).	Meets criteria						
	Numeric outlier: Responses for "Total number of the institution's faculty and/or staff that are engaged in research" should be comprehensive. Avoid counting only a fraction of research faculty. This amount must include, at minimum, all faculty members for whom research is considered in promotion and/or tenure decisions.	Meets criteria						
	The research inventory must include, at minimum: Name of researcher, Department affiliation, AND Research interests/topics or a brief description justifying the individual's inclusion. The inventory must be a comprehensive list rather than a sample.	Suggestion for improvement						
	To count, sustainability research must explicitly address the concept of sustainability, reference ecological and social/economic systems, or focus on a major sustainability challenge. This should be clear in the research description or justification in the inventory.	Unsure	Who manages this list now that the STEM Coordinator position is open?	Dean of the College and Eric helped	Meets criteria			Meets criteria
AC 10: Support for Sustainability Research	Student and faculty support - In order to count, sustainability research programs must specifically aim to increase student/faculty sustainability research. General or interdisciplinary support programs do not count, unless the program is clearly focused on sustainability or has a sustainability component.	Meets criteria						
	Interdisciplinary, Transdisciplinary, and/or Multidisciplinary Research - Response must affirm published promotion and tenure guidelines that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.	Meets criteria			Meets criteria			Meets criteria
	"Yes" responses must be supported in the descriptive and URL fields.	Requires revision						

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AC 11: Open Access to Research*	To support a Yes response under "Does the institution have a published policy that requires its employees to publish scholarly works open access..." - a policy requiring employees to publish scholarly works open access is required. The policy may allow for publisher embargoes and/or provide a waiver option, but this must be clarified in the descriptive text or policy upload.	Requires revision	Talk with Library for this information	Updated with information from Brad	Meets criteria			Corrected

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EN 1: Student Educators Program*	Score outlier - Reporting full points indicates that all students are served (i.e. directly targeted) by a student peer-to-peer program, and there is a high ratio of the number of hours worked by trained educators to the number of students served. Over-counting should be avoided (e.g., counting all students but only listing programs in residence halls, or counting hours spent on administrative, non-sustainability-focused tasks rather than sustainability peer education).	Requires revision			Meets criteria			
	All programs must have a clearly defined peer-to-peer component. To count, peer-to-peer-focused education programs should train students to become "experts" in a certain sustainability-focused topic in a coordinated, ongoing fashion. These individuals then become peer educators who share what they have learned with other members of the same group to catalyze change.	Meets criteria						
	Data consistency: Number of students enrolled for credit should be consistent across PRE 5 and EN 1 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria	Why do we score 100% in this section?	We have all first-year students participate in our sustainability programming for New Student Week	Meets criteria			Corrected
EN 2: Student Orientation	Affirmative responses must be supported by information provided in descriptive fields. If transfer and/or entering graduate students is checked, then the description should back this up.	Meets criteria			Meets criteria			Meets criteria
EN 3: Student Life	Student-Run Enterprises - Response must affirm that the effort is student-run, and that the business or enterprise includes sustainability as part of its mission or stated purpose.	Meets criteria						
	Sustainable Investment and Finance - Response must reference an investment funds through which students can develop socially, environmentally and fiscally responsible investment and financial skills. Student membership in an institution-wide Committee for Socially Responsible Investment does not meet the criteria here (but is recognized under PA 8).	Unsure						
	Wilderness and Outdoors Programs - Response should affirm that the wilderness/outdoor program follows Leave No Trace Principles.	Meets criteria						
	Sustainability-Focused Themes - Response must affirm that sustainability-related themes were chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading). Basic outreach campaigns are not sufficient.	Meets criteria						
	Graduation Pledge - Response must reference a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions. Resources for students to find socially/environmentally responsible employers are not sufficient.	Not Pursuing or Not Applicable			Meets criteria			Meets criteria
EN 4: Outreach Materials & Publications	This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.	Meets criteria						
	Green Living Guide - Response must reference a guide that targets students living on or around campus, focusing on comprehensive sustainability issues (e.g. dorm recycling and energy conservation, etc.). Information and tips on a website is generally not sufficient if it is not marketed as a "green living guide".	Meets criteria			Meets criteria			Meets criteria
EN 5: Outreach Campaign	Affirmative responses must be supported by information provided in descriptive fields. If a "Yes" response is provided for faculty and/or students, the descriptive response must clarify how the campaign targets each group.	Meets criteria			Meets criteria			Meets criteria
	Assessment must cover sustainability-related values, behaviors or beliefs on multiple sustainability-related topics, rather than sustainability literacy. An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least 10 questions or a third of the assessment focuses on culture, behavior, and engagement. Culture/behavior/engagement questions typically do not include right/wrong answers, whereas literacy questions do.	Unsure						

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EN 6: Assessing Sustainability Culture	If "The entire campus community (students, staff and faculty), directly or by representative sample..." is selected, descriptive information must explain how each of the three groups was targeted. If there is indication that certain groups were not assessed (e.g., the assessment is sent to students only), response should be changed to "A subset of the campus community...".	Unsure						
	If "Longitudinally to measure change over time..." was selected, there must be some mention of a follow-up assessment. (A scheduled post assessment that has not yet occurred may count.) If the response does not include information about a follow-up assessment, response should be changed to "Without a follow-up assessment of the same cohort or representative samples."	Unsure	How can we increase this category to get more students engaged with an assessment?	We will work on a survey for FY22	Corrected			Corrected
EN 7: Employee Educators Program*	Score outlier - Reporting full points indicates that all employees (academic and non-academic staff) are served (i.e. directly targeted) by an employee peer-to-peer program, and there is a high ratio of the number of hours worked by trained educators to the number of employees served. Over-counting should be avoided (e.g., counting all staff but listing programs that do not target all staff, or counting hours spent on administrative, non-sustainability-focused tasks rather than sustainability peer education).	Meets criteria			Meets criteria			
	All programs must have a clearly defined peer-to-peer component. To count, peer-to-peer-focused education programs should train employees to become "experts" in a certain sustainability-focused topic in a coordinated, ongoing fashion. These individuals then become peer educators who share what they have learned with other members of the same group to catalyze change.	Requires revision						
	Data consistency: Employee headcount should be consistent between EN 7 and PRE 5 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria	The Waste Busters program is a waste peer to peer program. Can we add that?	Yes, added	Meets criteria			Corrected
EN 8: Employee Orientation	Affirmative responses must be supported by information provided in descriptive fields. If 100 percent of employees are covered, then the description should back this up.	Meets criteria			Meets criteria			Meets criteria
EN 9: Staff Professional Development & Training	This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, the Human Resources office or external contractors. Informal programs are not sufficient.	Suggestion for improvement						
	This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training.	Meets criteria	Why aren't there more staff that attend training?	Sustainability Staff and a handful of folks attend conferences, but it's hard to get more.	Meets criteria			Meets criteria
EN 10: Community Partnerships	Intent of the credit is to highlight formal partnerships with community organizations, rather than institutional initiatives that benefit the community. Partnerships between individuals affiliated with an institution, or with student/faculty groups, are not sufficient in the absence of an institution-level partnership.	Meets criteria						
	Affirmative responses must be supported by information provided in descriptive fields for each of the following: a) Institution supports the partnership materially or financially; b) Partnership is multi-year or ongoing, rather than a short-term project or event; c) Partnership is sustainability-focused (focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge); d) Partnership is inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners.	Meets criteria			Meets criteria			Meets criteria
	Intent of this credit is to recognize institutions that "collaborate with other colleges or universities to help build campus sustainability broadly." Therefore, ALL responses should focus on collaboration with other campuses or higher education-focused groups/initiatives (or list one valid example).	Meets criteria						

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EN 11: Inter-Campus Collaboration	Submitted a case study - In order to count, a case study (or equivalent) must have been submitted to an external higher education sustainability resource center (e.g., AASHE Campus Sustainability Hub or EAUC Sustainability Exchange) or awards program. Referencing publications or journal articles is not sufficient.	Meets criteria			Meets criteria			Meets criteria
	Has an ongoing mentoring relationship with another institution - Response must reference an ongoing mentorship relationship with another sustainability officer at another institution. Providing informal one-off support through listservs or regional networks is not sufficient.	Meets criteria						
EN 12: Continuing Education	Part 1 should reference sustainability-focused continuing education *courses*, whereas Part 2 should reference sustainability-focused *programs* in continuing education. While definitions may vary, responses should generally align with common definitions of courses and programs.	Not Pursuing or Not Applicable						
	Courses and programs must be offered for continuing education specifically (i.e. offered through a continuing education or extension department). Courses or programs designed for degree seeking students should not be included (they are recognized under the Curriculum section).	Not Pursuing or Not Applicable						
	Part 1, Course inventory - For each course, the inventory must include the course title and department, as well as a brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.	Not Pursuing or Not Applicable						
	Part 1, Course inventory - The count of courses reported under the credit should be consistent with the count included in the inventory. Valid inconsistencies must be clarified in the Notes field.	Not Pursuing or Not Applicable	Can add the Master Recycler program for FY22		Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
EN 13: Community Service	Data consistency: Number of students enrolled for credit should be equal to or lower than what is reported in PRE 5. Institutions may exclude non-credit, continuing education, and/or part-time students from EN 13. Valid discrepancies should be clarified in the Notes field.	Meets criteria			Meets criteria			Meets criteria
	Part 3: To earn points in this section, a formal program to support employee volunteering during regular work hours must be in place (e.g., offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated). Informal events that don't result in time off or compensation are not sufficient.	Meets criteria						
EN 14: Participation in Public Policy*	In order to count, the policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies.	Unsure			Meets criteria			Corrected
	Responses must reference sustainability-focused policy advocacy by the institution. Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above. Community partnerships, research efforts, or outreach campaigns are covered in other credits and should not be referenced here unless there is an explicit policy advocacy focus.	Meets criteria						
	Responses must relate to policy advocacy at the Municipal/local, State/provincial/regional, National, and/or International levels, and should only be duplicated if there is clear advocacy at multiple government levels.	Meets criteria			Meets criteria			
	Responses must align with the credit timeframe standard of within three years from the expected date of submission. If policy advocacy was initiated more than three years ago, there must be evidence of ongoing advocacy to still qualify.	Meets criteria			Meets criteria			Meets criteria
EN 15: Trademark Licensing	Institution must be certified by Fair Labor Association (FLA) or Workers Rights Consortium (WRC) to earn FULL points. Partial points are awarded for adopting a labor rights code of conduct in licensing agreements with licensees who produce logo apparel. Working with a supplier or contractor that is certified or purchasing FLA- or WRC-certified products is not is not sufficient to earn points.	Requires revision						Corrected
	If membership in WRC or FLA is indicated, there should be some documentation. Check to see if institution is a current member. WRC: http://www.workersrights.org/about/as.asp FLA: http://www.fairlabor.org/affiliates/colleges-universities	Requires revision		Corrected after speaking with HR	Meets criteria			Corrected

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OP 1: Emissions Inventory & Disclosure*	Part 1: Uploaded inventory should provide clear indication of Scope 1, 2 and 3 emissions. If indicating that certain Scope 3 emissions are included, then the inventory must reflect this. Otherwise, Scope 3 responses should be updated to "None" as appropriate.	Meets criteria						
	If indicating that the inventory has been verified by an independent, external third party or validated internally by independent personnel, descriptive response and/or upload must support verification of the inventory by an external party.	Meets criteria			Meets criteria			Meets criteria
OP 2: Greenhouse Gas Emissions*	Score outlier: Uncommon for institutions to earn 6 out of 8 points or above. If a high score is reported, check closely for the issues below. Exemplary performance can be clarified in the descriptive fields.	Requires revision						
	Comparative outlier: Gross Scope 1 and Scope 2 GHG emissions between Performance Year and Baseline Year. Any significant outliers that are valid should be clarified in the descriptive fields or Notes section.	Meets criteria						
	Numeric outliers: Response of zero under either Gross Scope 1 GHG emissions from stationary combustion or Gross Scope 2 GHG emissions from purchased electricity is uncommon. A zero response for purchased electricity may qualify if institutions purchase RECs to cover 100 percent of purchased electricity. Any valid outliers or exemplary performance should be clarified in the descriptive fields or Notes section.	Meets criteria						
	Carbon Sinks - Response under "A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes" should include the necessary detail and support all areas where a number above 0 is entered.	Meets criteria	We scored 5.9, are we really scoring this high in this category?	Yes, with the Utility Master Plan, we were able to reduce our campus emissions dramatically. We also had fewer campus users on campus during the pandemic and many fewer miles flown. We do expect this to pop back up in years ahead as we go back to "normal"				
	Data consistency: Weighted campus user (WCU) figures should be consistent across PRE 5 and OP 2 if the same performance year is used. Valid discrepancies should be clarified under the Notes field.	Meets criteria						
	Data consistency: Gross floor area and energy intensive building space should be consistent across PRE 4 and OP 2 if the same or similar performance year is used. Valid discrepancies should be clarified under the Notes field.	Meets criteria			Meets criteria			Meets criteria
OP 3: Building Design & Construction	Data outlier: Amount reported under "Total floor area of newly constructed or renovated building space (include projects completed within the previous five years)" should reflect only space that was "constructed or underwent major renovations in the previous five years". Data outliers, such as reporting a number that is consistent with OP 3 or PRE 4 gross square footage should be avoided or clarified.	Meets criteria						
	If claiming any square footage under Certified Projects, response under "A list or inventory of new construction and major renovation projects..." should include detail on the buildings, rating systems and dates of project completion. Detail on any reported uncertified space (multi-attribute or single attribute rating systems) should be included in this descriptive field. See 2-page guide on Examples of multi-attribute and single attribute ratings.	Suggestion for improvement	Can we add LEED for Anderson Hall?	We can't use Anderson Hall until FY22 which is the year it was certified	Meets criteria			Meets criteria
OP 4: Buildings Operations & Maintenance*	Score outlier: Uncommon for institutions to earn more than 2 points unless buildings are LEED O+M certified. If a high score is reported, check closely for the issues below (incorrectly counting LEED BD+C is often the issue).	Meets criteria						
	LEED O+M Certification - This credit recognizes LEED O+M certification rather than the more common LEED BD+C standard, which is recognized in OP 3. Response under "A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings" should clarify the rating system and level for each certified building.	Meets criteria						
	If claiming any square footage under O+M Certified Space, response under "A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s)" should include detail on the buildings, rating systems and dates of project completion. Detail on any reported uncertified space (multi-attribute or single attribute rating systems) should be included in this descriptive field. See 2-page guide on Examples of multi-attribute and single attribute ratings.	Meets criteria						
	Data consistency: Gross floor area and energy intensive building space should be consistent with PRE 4 or lower, if a similar performance year is used. A lower number may be reported under OP 4 if the institution excluded certain types of occupied space (parking garages, stairwells, etc.) from this credit but not others. Likewise, buildings for which certification is pending may be excluded for up to 2 years following registration with LEED or another rating system.	Suggestion for improvement	Can we add a LEED Component for our future construction?	Yes, we can, the issue is time for staff to be trained and dollars for the certifications.	Meets criteria			Meets criteria

Credit & Help Center link * High error rate credits	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st Review	Institution Response: 1st Review	Status: 2nd Review	Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
OP 5: Building Energy Consumption*	Score outlier: Uncommon for institutions to earn full points or very close to it. If a high score is reported, check closely for the issues below (particularly numeric outliers).	Requires revision						
	Numeric outlier: Zero or very low response under "Stationary fuels and other energy products used on-site" is highly unlikely, since most institutions use natural gas, fuel oil, diesel, or coal for heating or other non-transportation purposes. A response of zero or other very low response should include clarification in the Notes field, including affirmation that the institution uses no/very little fuels for heating.	Requires revision						
	Numeric outlier: Low responses under Heating degree days and Cooling degree days. Typical responses in both figures are in the thousands, but responses for institutions in very mild, warm or cool climates may be in the hundreds or even zero if heating/cooling isn't needed.	Meets criteria						
	Site-source ratio: U.S. and Canadian institutions must use the ratios reported in the Technical Manual (3.0 and 2.0 respectively). Institutions in other countries can report their own national/regional figures if they differ from what is recommended in the Technical Manual.	Meets criteria						
	Data consistency: Total energy consumption figures between OP 5 and OP 6 should match. Valid discrepancies must be clarified in the Notes field.	Unsure						
	Data consistency: Gross floor area and Energy-intensive building space figures between OP 5 and PRE 4 should be equal. Figures in OP 5 can be slightly lower if outdoor energy from parking garages/stadiums, etc is metered separately and excluded under OP 5. Valid discrepancies should be clarified in the Notes field.	Meets criteria	Why did we score so high in this category?	The Utility Master Plan is the reason behind this high score.	Meets criteria			Meets criteria
OP 6: Clean & Renewable Energy	Score outlier: Uncommon for institutions to earn more than one point for this credit. If a high score is reported, check closely for the issues below.	Requires revision						
	In order to count, the institution must retain or own the rights to the renewable energy reported. Grid mix reported by a utility does not count toward the credit (grid mix may be reported in optional fields under this credit).	Unsure						
	Responses should align with the correct options: 1 - Purchasing clean and renewable electricity (e.g., PPAs) 2 - Generating clean and renewable electricity (e.g., rooftop solar) 3 - Using clean and renewable stationary fuels to generate thermal energy (e.g., biomass for heat) 4 - Purchasing or importing steam, hot water or chilled water from verified clean and renewable sources (e.g, municipal geothermal facility) 5 - Purchasing Renewable Energy Credits (RECs), Guarantees of Origin (GOs), or equivalent	Unsure						
	Data consistency: Response under "Total energy consumption, performance year (electric and non-electric)" should be consistent with what is reported under OP 5 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria	This category doesn't make sense, why are we scoring so low if we have solar, wind, geothermal?	It's based on overall BTUs, not just electricity. Our heating load is large (especially in MN) so our overall "green" BTUs is a small proportion.	Meets criteria			Meets criteria
OP 7: Food & Beverage Purchasing*	Numeric outlier - Reporting a sustainably or ethically produced percentage of 20% or more. If a higher percentage is reported, check closely for the issues below (particularly counting items that do not meet the Version 2.2 guidelines).	Meets criteria						
	Numeric outlier - Reporting a plant-based foods percentage of 80% or more. If a higher percentage is reported, this may indicate misinterpretation in how plant-based foods are defined and/or calculated.	Meets criteria						
	For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum: Product name, label, or brand; Product description/type; Recognized sustainability standard met (e.g., third party certification or ecolabel).	Suggestion for improvement						
	If claiming products under the institution-affirmed exemption, ALL of the following criteria must be met: - The product is single-ingredient; - The product is sourced through a short food supply change that provides full traceability; - Affirmation that the production methods used are consistent with the IFOAM Principles of Organic Agriculture, the FAO Code of Conduct for Responsible Fisheries, OR the WTO 10 Principles of Fair Trade. Products that do not meet ALL of these criteria should be excluded.	Meets criteria						

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	Sampling - Institutions must track food and beverage purchases for a 12-month consecutive period or use a representative sample that includes data from a full academic term or similar period. When using samples, institutions must accommodate for seasonal and other variations in food and beverage availability and purchasing.	Meets criteria	We have a lot of sustainable food purchases because of Bon Ap Do we have the right template for this category?	Yes, we send our full inventory each year from the Real Food Calculator.	Meets criteria			Meets criteria
OP 8: Sustainable Dining	Affirmative responses must be supported by information provided in descriptive fields.	Meets criteria						
	Sustainability-Themed Outlet - Response should reference a sustainability-themed food outlet. Conventional food outlets that also offer sustainable options are not sufficient.	Not Pursuing or Not Applicable			Meets criteria			Meets criteria
OP 9: Landscape Management	Responses under the table, "Figures required to calculate the total area of managed grounds" should avoid double-counting. Land managed under an IPM program that is also organic should be reported at the higher tier (organic).	Suggestion for improvement						Meets criteria
	Organic Program - Response must affirm that no inorganic fertilizers or chemical pesticides, fungicides and herbicides are applied to the space identified (with the exception of rescue treatments).	Meets criteria						
	Data consistency: Total campus area should be consistent across PRE 4, OP 9 if the same or similar Performance Year is used. Please note that scoring is based on "Total area of managed grounds" not "Total campus area". Valid discrepancies should be clarified under the Notes field.	Meets criteria	Talk with Nancy and Jay for IMP program	Will look into for future	Meets criteria			Meets criteria
OP 10: Biodiversity	Affirmative responses must be supported by information provided in descriptive fields.	Meets criteria						
OP 11: Sustainable Procurement*	Part 1: There must be a general purchasing policy across multiple commodity categories, institution-wide. Commodity-specific policies are covered under Part 3 and should not be referenced under Part 1.	Meets criteria						Meets criteria
	Part 2: If claiming that "Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components", the supporting info must back it up. This credit covers LCCA, but not LCA.	Unsure						
	Part 3: Descriptions must reference actual policies for the purchase of products/services, rather than practices, which are recognized elsewhere in STARS.	Suggestion for improvement	Unsure of what policies are in place. Talk to Randie?	Will look into for the future	Meets criteria			
OP 12: Electronics Purchasing	Score outlier: Earning full points or close to it indicates that a very high rate of electronic purchases that are certified under a high level. High scores and exemplary performance should be affirmed in descriptive text.	Requires revision						
	Timeframe: Response under "A brief description of the time period" should confirm that the information provided is based on data from within the last three years.	Requires revision	Do we really score high here? Need to revise numbers?	Yes, we have a program to recycle all our electronics	Meets criteria			Meets criteria
OP 13: Cleaning & Janitorial Purchasing	Score outlier: Earning full points or close to it indicates that a very high rate of green cleaning product purchases that are certified under a high level. High scores and exemplary performance should be affirmed in descriptive text.	Requires revision						
	Timeframe: Response under "A brief description of the time period" should confirm that the information provided is based on data from within the last three years.	Requires revision	Old data here, update for FY21	Updated with Emma's report	Meets criteria			Meets criteria
OP 14: Office Paper Purchasing	Score outlier: Earning full points or close to it indicates that a very high rate of paper purchases that are certified or have a high post-consumer recycled rate. High scores and exemplary performance should be affirmed in descriptive text.	Requires revision						
	Timeframe: Response under "A brief description of the time period" should confirm that the information provided is based on data from within the last three years.	Meets criteria	Do we really score 0?	Updated with Beck's report	Meets criteria			Meets criteria
OP 15: Campus Fleet	Score and/or Numeric outliers: Earning full points or close to it may be an indication that conventionally fueled vehicles were underreported. Data outliers or exemplary performance should be clarified in descriptive field.	Meets criteria			Meets criteria			Meets criteria
OP 16: Commute Modal Split	Score outlier: Earning full points or close to it is unlikely. Exemplary performance should be clarified in descriptive field.	Meets criteria						
	Timeframe: There should be some indication that the modal split assessment was completed within the last three years.	Meets criteria						
	Survey must reach a representative sample (e.g., assessing students in a single class or employees in a single office/department isn't sufficient)	Meets criteria						
	Data consistency: Figures for Total full-time equivalent student enrollment and Full-time equivalent of employees should be consistent across PRE 5 and OP 16 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria			Meets criteria			Meets criteria

Credit & Help Center link * High error rate credits	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st Review	Institution Response: 1st Review	Status: 2nd Review	Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
OP 17: Support for Sustainable Transportation	Affirmative responses must be supported by information provided in descriptive fields.	Meets criteria			Meets criteria			Meets criteria
OP 18: Waste Minimization & Diversion*	Score outlier: Earning full points or close to it is unlikely. If high scores are reported, check for issues below. Exemplary performance should be clarified in descriptive fields.	Meets criteria			Meets criteria			Meets criteria
	Comparative outlier: Large differences in the table for "Figures needed to determine total waste generated (and diverted)" between Performance Year and Baseline Year should be checked for data outliers. Any outliers should be clarified in the Notes field.	Meets criteria						
	Numeric outlier: Zero (or very low amounts) reported for responses under the table for Total Waste Generated (particularly for recycling, composting and disposal in landfill/incinerator). If figures are unknown, conservative estimates should be provided, a different performance or baseline year selected, or the credit should be updated to Not Pursuing.	Meets criteria						
	Numeric outlier: Part 3, Waste Diversion - High amount (e.g., 90% or above) for "Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year" may indicate data entry error. Check closely for issues below. Exemplary performance should be clarified in descriptive field.	Meets criteria						
	Data consistency: Weighted campus user (WCU) figures should be consistent across PRE 5 and OP 18 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria			Meets criteria			Meets criteria
OP 19: Construction & Demolition Waste Diversion	Numeric outlier: A response of zero tons of construction and demolition materials landfilled or incinerated (or 100% under Percentage of construction and demolition materials diverted...) is unlikely, and is probably provided when the institution does not know the exact amount. If exact amount cannot be determined and a conservative estimate is not available, the credit should be updated to Not Pursuing.	Meets criteria			Meets criteria			Meets criteria
OP 20: Hazardous Waste Management	Part 1 - Descriptive responses should be relevant to each question. (1: steps taken to reduce hazardous waste, 2: how the institution safely disposes of hazardous waste, 3: description of any significant hazardous material release incidents, 4: description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals.	Meets criteria			Meets criteria			Meets criteria
	Part 2 - Affirmative responses must be supported by information provided in descriptive fields: 1: electronic waste generated by the institution; and/or 2: electronic waste generated by students. It is common to overlook referencing how e-waste generated by students is managed.	Meets criteria			Meets criteria			Meets criteria
OP 21: Water Use*	Score outlier: Earning full points or close to may be the result of data entry or unit conversion errors. If a high score is reported, please review closely for the issues listed below.	Requires revision			Meets criteria			Meets criteria
	Numeric and Comparative outliers: Large differences between baseline year and performance year, or very high/low amounts under Total and Potable water use should be clarified under the Notes field.	Requires revision						
	Numeric outlier: Potable water use per unit of floor area below 1 gallon or over 100 gallons may indicate data entry or unit conversion error. Please review closely.	Requires revision						
	Numeric outlier: Total water use per unit of vegetated grounds below 10,000 gallons/acre or over 5 million gallons/acre may indicate data entry or unit conversion error. Please review closely.	Requires revision						
	Data consistency: Weighted campus user (WCU) figures should be consistent across PRE 5, and OP 21 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Requires revision						
	Data consistency: Gross floor area should be consistent across PRE 4 and OP 21 if the same or similar Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Requires revision	How did we score so high this year?	We fixed a long-time leak, fewer campus users, and the Utility Master Plan saved us 5 million gallons due to the air conditioning unit working less	Meets criteria			Meets criteria
OP 22: Rainwater Management	If pursuing points for having a green infrastructure and low impact development policy, there must be information about a policy that covers green infrastructure and low impact development.	Meets criteria			Meets criteria			Meets criteria

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PA 1: Sustainability Coordination	Affirmative responses must be supported by information provided in descriptive fields.	Meets criteria			Meets criteria			Meets criteria
PA 2: Sustainability Planning*	Part 1: Institutions should reference measurable objectives in "current and formal plans to advance sustainability", such as published and final strategic plans, campus master plans, sustainability plans, etc. At least one measurable objective should be listed, and the plan should be cited in each area with a Yes response.	Meets criteria			Meets criteria			Meets criteria
	Part 2: Response must reference the institution's highest guiding document (institution-wide strategic plan or the equivalent). Lower-level guiding documents are not sufficient.	Meets criteria						
	Part 2: If indicating that sustainability is included as a major theme in the highest guiding document, there must be evidence that the plan includes a section on sustainability, references sustainability as a major institutional goal, or includes multiple sustainability-focused objectives.	Meets criteria						
PA 3: Inclusive & Participatory Governance*	Part 1: Affirmative responses for Students/Academic staff/Non-academic staff must be supported in the descriptive field. To qualify, institutions should reference student governments, faculty councils, staff councils, collective bargaining units, or similar.	Meets criteria			Meets criteria			Meets criteria
	Parts 2/3: Response must reference the institution's highest governing body, which has ultimate decision-making authority over the institution (board of trustees, board of governors, board of overseers, board of visitors, etc.). For institutions that are part of larger systems, the highest governing body is typically the system-wide board.	Meets criteria						
	Part 4: A Yes response under this section must be supported by information provided in the subsequent descriptive field. The intent is to highlight institutional programs that give typical community members a voice in institutional decisions that affect them. Examples that count include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year and open to any community member.	Meets criteria						
PA 4: Reporting Assurance*	To count, the institution must have had a finalized version of its current STARS submission reviewed by one or more individuals not affiliated with the data entry process for the sections they review. Completion of this template is required, and any	Requires revision	This is what we are doing, right?	Correct, this form will complete our review for this work	Meets criteria			Meets criteria
PA 5: Diversity & Equity Coordination	Part 1: Response must reference a diversity and equity committee, office, and/or officer.	Meets criteria			Meets criteria			Meets criteria
	Part 2: Affirmative responses must be supported by information provided. If "All" is selected, response must show indication that the training is required or that tracking indicates that all individuals of a particular group have completed an optional training.	Meets criteria						
PA 6: Assessing Diversity & Equity	Affirmative responses must be supported by information provided in descriptive fields. An employee satisfaction or engagement survey does not qualify, unless diversity, equity and inclusion criteria have also been incorporated.	Meets criteria			Meets criteria			Meets criteria
PA 7: Support for Underrepresented Groups*	Bias Response Team: To count, the response must clarify how the institution responds to and supports those who have experienced or witnessed a bias incident, act of discrimination or hate crime. Responses that cover judicial actions for the accused or adherence with federal guidelines are not sufficient.	Meets criteria						
	Recruiting & Mentoring, counseling and support: Affirmative responses must be supported by information provided in descriptive fields. If students, academic staff and non-academic staff are all checked, the response under the descriptive field must reference clarify recruitment/support for all three. Recruitment should cover prospective students, academic staff and non-academic staff while Mentoring/support should cover existing students, academic staff and non-academic staff.	Meets criteria						
	Support for Future Academic Staff - Intent of this section is to recognize programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Response should reference programs to help underrepresented students attain doctoral degrees or otherwise obtain careers in academia. Responses on employee recruitment or other types of support for underrepresented students that is not specific to earning a terminal degree should be omitted from this section, but could probably fit under one of the preceding sections.	Not Pursuing or Not Applicable			Meets criteria			Meets criteria

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PA 8: Affordability & Access	Numeric outliers: Institutions should report figures based on the largest admissions group or student cohort (all students or all undergraduate students). Very low or very high outliers should be clarified in the Notes field.	Meets criteria			Meets criteria			Meets criteria
PA 9: Committee on Investor Responsibility	A credit status of "Not Applicable" is only allowed if the institution does not have an endowment, or the institution's endowment is less than US $1 million.	Meets criteria						
	Efforts to improve investor responsibility should be reported under PA 9: Sustainable Investment, and are not sufficient here in the absence of a formal committee on investor responsibility.	Meets criteria						
	Descriptive response should affirm Yes responses for committee representation of staff, faculty and student representation. Any areas not clarified should be updated to No.	Meets criteria			Meets criteria			Meets criteria
PA 10: Sustainable Investment*	A credit status of "Not Applicable" is only allowed if the institution does not have an endowment, or the institution's endowment is less than US $1 million.	Meets criteria						
	Score outlier: Earning full points (or close to) may be the result of data entry errors such as double-counting, or credit misinterpretation. If a high score is reported, please review closely for the issues listed below.	Requires revision						
	Part 1 - Response under "A brief description..." must reference each category of sustainable investment. The intent is to count each sustainable investment dollar one time, and listing it under the one category that is most appropriate. Double-counting must be avoided.	Requires revision						
	Part 2 - Sustainable Investment Policy - The intent of this section is to reference a policy that includes specific sustainability or ESG language to be used to select investments and guide investment managers (i.e., positive screens). A published investment policy with sustainability language must be referenced.	Requires revision						
	Data consistency: Total value of the investment pool should be equal to or higher than what is reported under PRE 4 for Endowment Size (endowment is a part of total investment pool). Valid discrepancies should be clarified in the Notes field.	Requires revision	Talk with Kelsey for more updated numbers	Updated with Kelsey's info	Meets criteria			Meets criteria
PA 11: Investment Disclosure*	A credit status of "Not Applicable" is only allowed if the institution does not have an endowment, or the institution's endowment is less than US $1 million.	Requires revision						
	The investment disclosure must provide the amount invested in each fund and/or company on at least an annual basis. It is not sufficient to provide a financial summary that provides aggregated investment information. It is not sufficient to do a one-time disclosure that is not annually updated.	Requires revision	Talk with Kelsey for more updated numbers	Updated with Kelsey's info	Meets criteria			Meets criteria
PA 12: Employee Compensation*	Numeric Outlier: Part 1 - Low amount under "The local living wage" may indicate that a standard other than (2 Adults, 2 Children) was incorrectly applied. Low responses should be double-checked. U.S. institutions: MIT Living Wage Calculator; Canadian institutions: Living Wage Canada; Other institutions: a local equivalent or the local poverty indicator for a family of four.	Meets criteria						
	Part 3 - Descriptive response should support that the assessment is based on TOTAL compensation (including benefits) of the institution's lowest paid regular (i.e., permanent) employee. If the lowest paid employee does not receive benefits, then benefits must be excluded from the total. Regular part-time workers should not be excluded.	Requires revision	Is this based on total comp?	Yes, HR provides this info	Meets criteria			Meets criteria
PA 13: Assessing Employee Satisfaction	Responses should reference evaluation of employee job satisfaction, learning and advancement opportunities, work culture, and work-life balance. A diversity, equity and inclusion or campus climate survey is not sufficient to meet the criteria for this credit, unless employee satisfaction criteria have also been incorporated.	Meets criteria			Meets criteria			Meets criteria
PA 14: Wellness Programs	Part 1: Response for a "A brief description of the institution's wellness and/or employee assistance program(s)" should reference wellness opportunities for all stakeholders identified (students, academic staff, non-academic staff).	Meets criteria			Meets criteria			Meets criteria
	Part 2: If pursuing points for prohibiting or restricting smoking, an indication of a smoke-free policy must be provided.	Suggestion for improvement	Can we ban smoking?	We have not looked into in lately, but OHP might be able to assist	Meets criteria			Meets criteria

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PA 15: Workplace Health & Safety	Numeric outliers: Response of .1 or higher under "Number of injuries and cases per FTE employee" or 10 or higher under "Number of workplace injuries and occupational disease cases per 100 FTE employees" may indicate a data entry error.	Meets criteria			Meets criteria			Meets criteria
	Part 1: Affirmative responses must be supported by information provided in descriptive fields. If indicating that the occupational health andsafety management system uses a nationally or internationally recognized standard or guideline, supporting documentation must be provided.	Meets criteria			Meets criteria			Meets criteria

Credit Title w/ link to Help Center article * High error rate credits	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st Review	Institution Response: 1st Review	Status: 2nd Review	Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
Academy & Industry Connections (Research)*	Affirmative responses must be supported by information provided in descriptive fields.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Anchor Institution Network (Public Engagement)	To count, institutions must demonstrate participation in the Higher Education Anchor Mission Initiative or an equivalent network approved by AASHE. Affirmative responses must be supported.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Bicycle Friendly University (Transportation)	Institutions must provide support for each certification with an affirmative response, either through URL or description.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Campus Pride Index (Diversity & Affordability)	To count, institutions must currently be rated at above mid-level by the Campus Pride Index or an equivalent third party recognition program for LGBT friendly practices approved by AASHE. Documentation affirming the certification is required.	Meets criteria			Meets criteria			Meets criteria
Carbon Mitigation Project Development (Air & Climate)	Timeline - In order to count, the institution must have actively participated in carbon mitigation efforts beyond its campus boundary during the previous three years. Affirmative responses must be supported.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Center for Sustainability Across the Curriculum (Curriculum)	To count, the institution must have served as an AASHE Center for Sustainability Across the Curriculum, OR offered one or more professional development opportunities (e.g., a workshop) on sustainability in the curriculum for academic staff from multiple institutions. Supporting documentation must be included.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Community Garden (Public Engagement)	To count, institutions must host a community garden on institution-owned land that allows local community members to grow their own food. Affirmative responses must be supported.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Dining Services Certification (Food & Dining)*	Institution and/or its primary dining services contractor must have achieved formal certification from one of the approved programs on the list. Purchase of foods from third party certified producers is not sufficient (this is recognized under the Food & Beverage Purchasing credit.	Meets criteria			Meets criteria			Meets criteria
Diversity and Equity Recognition (Diversity & Affordability)	To count, the institution has been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years. Documentation affirming the recognition is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Energy System Certification (Energy)	To count, the institution must have an energy management system (EMS) or electricity delivery system (e.g., microgrid) that is currently certified under ISO 50001, PEER, or an equivalent standard approved by AASHE. Affirmative responses must be supported.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
External Reporting Assurance (Coordination & Planning)	To count, the institution's STARS assurance process includes an external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE. Documentation must be provided under this credit and/or the Reporting Assurance credit.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Fair Trade Campus (Public Engagement)	Documentation on formal Fair Trade designation should be provided.	Not Pursuing			Not Pursuing			Not Pursuing
Fleet Certification (Transportation)	To count, the institution's motorized vehicle fleet must currently recognized as a NAFA Sustainable Accredited Fleet or by an equivalent third party certification program approved by AASHE. Documentation affirming the certification is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Food Bank (Wellbeing & Work)	To count, the institution must host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry or equivalent may serve employees or local community members in addition to students. Documentation affirming the program is required.	Meets criteria			Meets criteria			Meets criteria
Full-Time Faculty Employment (Wellbeing & Work)	Documentation to support the figure reported is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Green Athletics (Public Engagement)	An active green athletics program must be in place, and a valid website URL for the program is required. Simply referencing green athletics efforts is not sufficient in the absence of a formal program.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing

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Green Cleaning Certification (Buildings)	Formal certification of the cleaning program must have taken place. Adhering to green cleaning standards or purchase or use of certified green cleaning products is not sufficient. The institution OR its primary cleaning services contractor must be certified.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Green Event Certification (Public Engagement)	A green event certification program that has certified one or more events in the previous year must be in place, and a valid website URL for the program is required. Simply referencing initiatives to make events greener is not sufficient in the absence of a certification program.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Green Laboratory Program (Buildings)	Participation in a green laboratory program must have occurred, and a valid website URL for the program is required. Simply referencing green laboratory initiatives is not sufficient in the absence of a formal program. Descriptive response should support each affirmative response indicated at the top of the credit.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Grounds Certification (Grounds)	Institutions must provide support for each certification with an affirmative response, either through URL or description. Documentation affirming the certification is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Health and Safety Management Certification (Wellbeing & Work)	To count, the institution must have an occupational health and safety management system (OHSMS) that has been audited by an organization external to the institution within the previous three years. Documentation affirming the audit is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Hospital Network (Public Engagement)	Institutions may pursue this exemplary practice if they have "an affiliated healthcare facility within its STARS institutional boundary." Affirmative responses must be supported by information provided in upload or URL fields.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Laboratory Animal Welfare (Research)	To count, A copy and/or brief description of the written policy explicitly prohibiting laboratory animals in the institution's care from being subjected to severe and unrelieved pain and distress must be included. Programs to minimize pain and distress, and compliance with U.S. Federal Programs, is not sufficient.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Natural Wastewater Systems (Water)	Intent of this credit is to recognize institutions that use natural wastewater systems to treat and manage at least 10 percent of its wastewater through on-site infiltration and/or re-use. Appropriate strategies include constructed treatment wetlands, Living Machines, and other technologies that treat wastewater by mimicking the biological, chemical and physical processes occurring in natural wetlands. This credit is about treating wastewater, not stormwater filtration and treatment (stormwater initiatives are captured under OP 23).	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Network for Student Social Innovation (Campus Engagement)	Documentation for Ashoka U Changemaker Campus, CGI University Network, or an equivalent program must be provided. To qualify, an equivalent program must involve a formal institutional commitment to a social innovation program.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Nitrogen Footprint (Air & Climate)	Timeline - In order to count, the institution must have calculated and publicly reported on its nitrogen footprint within the previous three years. Affirmative responses must be supported.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Online Sustainability Course (Curriculum)	To count as sustainability-focused, the course title or description must indicate a primary and explicit focus on sustainability. The course title or description should: use the term "sustainability"; focus on the interdependence of ecological and social/economic systems; OR focus on a major sustainability challenge.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Pay Scale Equity (Wellbeing & Work)	There must be documentation supporting the institution's reported pay scale ratio. Affirmation from the HR office is recommended if published documentation is not available.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Pest Management Certification (Grounds)	Formal certification of the institution's pest management program is required, and purchase of certified pest management products is not sufficient in the absence of formal certification. Documentation affirming the certification is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Sanctuary Institution (Diversity & Affordability)	To count, an Institution must be formally designated or officially self-declared as an institution of sanctuary (a.k.a. a sanctuary campus). Documentation affirming formal designation or self-declaration is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Serving Underrepresented Students (Diversity & Affordability)	Institutions must be on one or more official lists for minority-serving institutions, historically disadvantaged institutions, indigenous institutions, or the equivalent. See lists of minority-serving institutions by the U.S. Department of Education.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing

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Single-Use Plastic Ban (Waste)	To count, the institution must have banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic. Plastic reduction campaigns are not sufficient in the absence of a total ban. Partial bans do not count. Documentation affirming elimination is required.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Social Enterprise (Coordination & Planning)	To count, the institution must currently be a Certified B Corporation, OR be formally recognized as a social enterprise (as evidenced by membership in a social enterprise network or inclusion in a social enterprise directory). Affirmative responses must be supported.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Spend Analysis (Purchasing)	There must be indication that the institution has conducted a spend analysis to assess the sustainability impacts of its purchasing across commodity categories and has identified and prioritized opportunities for improvement. Documentation on the nature of the spend analysis must be provided.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Stakeholder Engagement Standard (Coordination & Planning)	To count, the institution must have made a formal, public commitment to the AccountAbility principles as defined in the AA1000 Stakeholder Engagement Standard (SES). Indication of a formal, public commitment must be provided through upload or URL.	Not Pursuing or Not Applicable			Not Pursuing			Not Pursuing
Stormwater Modeling (Water)	Response must affirm that the institution uses stormwater modeling to assess the impact of LID practices and green infrastructure on campus. Simply referencing LID practices is not sufficient. Institutions are required to describe the methodologies and tools used to calculate the percentile of local or regional rainfall events.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Student Living Wage (Wellbeing & Work)	To count, all of the institution's student employees (e.g., part-time student workers, work study students, graduate research assistants, graduate teaching assistants) must be paid a living wage for one adult. Information to support the living wage percentage must be provided. U.S. institutions: MIT Living Wage Calculator; Canadian institutions: Living Wage Canada; Other institutions: a local equivalent or the local poverty indicator for a family of four.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Sustainability Course Designation (Curriculum)*	Intent of this exemplary practice is to recognize institutions that go above and beyond the AC 1 criteria by designating sustainability courses across multiple departments. This generally involves identifying symbol or code to help students distinguish sustainability courses from other courses (e.g., a sustainability "filter" in an online catalog or a sustainability "tag" in a printed catalog). Providing a website that lists sustainability courses or identifying courses offered by a sustainability-focused academic unit is not sufficient in the absence of course-level designations that encompass courses offered by multiple departments.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Sustainability Office Diversity Program (Diversity & Affordability)	To count, the institution must have a sustainability office that is intentionally advancing diversity, equity, and inclusion (DEI) in its work, as indicated by three or more of the outlined options. Documentation affirming the outcomes is required.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Sustainability Projects Fund (Investment & Finance)	To count, the institution must have a dedicated fund (e.g., a green fund) to support campus sustainability projects, that is ongoing and includes a multi-stakeholder decision-making process. Documentation about the fund and the decision-making process is required.	Meets criteria			Meets criteria			Meets criteria
Textbook Affordability (Diversity & Affordability)	The first section recognizes projects to encourage textbook affordability among students, whereas the second section recognizes incentives for the adoption of open educational resources (OER). Documentation affirming the presence of either/both program(s) is required.	Meets criteria			Meets criteria			Meets criteria
Voter Education and Support (Public Engagement)	Affirmative responses must be supported by information provided in descriptive, upload or URL fields.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Water Balance (Water)	To count, institutions must assess whether total water use is sustainable given average precipitation, potential evapotranspiration, the campus/watershed area and other factors. Response must indicate that this has taken place.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Wellbeing Certification (Wellbeing & Work)	To count, the institution has been recognized for leadership in health and wellness during the previous three years by a national or international certification program. Commitment or recognition programs are not sufficient in the absence of earning a certification based on specified standards. Documentation affirming the wellbeing certification or recognition is required.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable

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Work College (Diversity & Affordability)	To count, the institution must be formally recognized as a work college by the U.S. Department of Education (or local equivalent for institutions outside the U.S.) The institution must require at least one-half of all students who are enrolled on a full-time basis to participate in a comprehensive work-learning-service program. Documentation affirming the recognition is required.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Zero Waste Certification (Waste)	To count, the institution must have at least one TRUE Zero Waste Certified project or portfolio, OR be Certified by an approved national affiliate of the Zero Waste International Alliance (ZWIA). Documentation affirming the certification is required.	Not Pursuing or Not Applicable			Not Pursuing or Not Applicable			Not Pursuing or Not Applicable
Innovation A - D	Innovation credits are open-ended and reserved for innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.	Meets criteria			Meets criteria			Meets criteria