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SLDIS	2.2 Review Template
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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.						
nstructions	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. <u>STARS Help Center</u> 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:	Whitney Crooks
Type of Review:	Independent (peer/third party)
Title & Organization:	Red River Polytechnic
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.

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 <u>Sharing information between credits</u> .
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			Reviewer Comments & Suggestions: 1st Review	Institution Response: 1st 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)	Meets criteria					Meets criteria
PRE 2: Points of Distinction	No known issues.	Not Pursuing or Not Applicable					Not Pursuing
PRE 3: Institutional Boundary	Institution Type - US institutions should match <u>Carnegie Data</u> , 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					Meets criteria
PRE 5: Academics & Demographics*	Data Consistency: Fulltime 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

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
	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. Numeric outlier: Low response under "Total number of academic departments that offer courses" (below 10) is unlikely and should be	Meets criteria	-					
	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						
AC 1: Academic Courses*	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 clarity how the course references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.	Requires						
	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						
	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-focused that only address the social component (e.g. Social Work, International Relations) without referencing ecological dimensions or a sustainability challenge.	Meets criteria	More information is needed for how each course	Course Catalogue has been updated to reflect your concerns. Some were deleted and others were updated for		The description of the methodology says "The key word		
	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	references sustainability. Some are easy to identify by looking at the course name or description, but for some the connection isn't clear.	clarity. We definitely need to refine our process next time around - quite the tedious task!	Meets criteria	list is provided in the additional document section." I didn't see this in the additional documents.	Added	Meets criteria
	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.	Suggestion for improvemen t	Part 1: I'm not sure the learning outcomes of individual faculties meets the criteria of the sustainability learning					
	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	outcomes applying "to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students)." Part 2: Just wanted to clarify a couple of points: - "Sustainability Course Cataolgue" - does this mean the list of Sustainability Focused courses identified in AC 1 (programs that only require Sustainability Inclusive	Part 1: We struggled with the definition. The explanation provided				
AC 2: Learning Outcomes*	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.	Unsure	Courses don't count I don't think) - Are the graduates from all the faculties listed in Part 1 included? I believe all of these graduates would count (see below) "Institution's students graduate from degree programs (i. e., majors, minors, concentrations, certificates, and other academic designations) that require an understanding of the concept of sustainability, i.e., programs that."	in the first question states ' sustainability learning outcomes are statements that outline the specific sustainability knowledge and skills that a student is expected to have gained and demonstrated by the successful completion of a unit, course, or program.' When I look at the statement, I am taking away it can be from a specific program. We		Part 1: I'm struggling with this one a little bit too. I see your point, the wording is confusina. I am happy		
			learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems),"	also achieved full points for this question in the 2018 report, so I assumed it would be the same this time around.		to mark this as complete if you are comfortable with it. I just wanted to flag it because it may be something AASHE comes back to you with in their review.		
	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.	Unsure	I think a full list of all of the sustainability-focused programs is required: "Documentation supporting the figure reported above (e. g., al list of degree programs and their associated sustainability-focused learning outcomes) (text or upload)" - I don't think this link goes where it is supposed to go: <u>http://umanitoba.ca/faculties/environment/about/index.</u> thml	Part 2: To get to our graduate #, we identified the programs (majors and minors) that had a manadatory course requirement which included a course from the Sustainability Course Catalogue list. From there we identified all the degree programs (majors and minors) where this was the case, and obtained the graduates from each of those degree programs.	Suggestion fo	Part 2: This looks good. The only thing is that I think the "list of degree programs that require an understanding of the concept of sustainability" should include all the programs that you counted graduates from when determining the number of graduates from degree programs that require an understanding of sustainability.	I'm comfortable submitting what we have based on our previous submission. I've also uploaded the list of degree programs that require an understanding of the concept of sustainability.	Meets criteria
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	4.444.44	and adjree programs.		and or outland by outland billy.		insets entering
	Valid URLs are required for each program.	Meets criteria						Meets criteria

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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.	Meets criteria						
	Valid URLs are required for each program.	Meets criteria				Meets	Meets criter	
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. Immersive programs must be one week or longer in duration.	Meets criteria						
	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						Meets criteri
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.	Meets criteria						
	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"	Meets criteria						
	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						Meets criteri
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.	Meets criteria						Meets criteri
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 criteri
	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 insultations). Academic departments are devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology).	Meets criteria						
AC 9: Research & Scholarship	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 fenure 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.	Meets criteria						
	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.	Meets criteria						Meets criteri
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 exploit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.	Meets criteria						Meets criteri
	"Yes" responses must be supported in the descriptive and URL fields.	Meets criteria						

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	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	Meets				
	be clarified in the descriptive text or policy upload.	criteria				Meets criteria

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	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).	Meets criteria						
EN 1: Student Educators Program*	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.	Unsure						
	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	Peers: Students Helping Students - I think some details clarifying how this program is sustainability-focused would be helpful.	Provided additional clarity - linking to the SDGs	Meets criteria			Meets criteria
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
	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 flows 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).	Not Pursuing or Not Applicable						
EN 3: Student Life	Wilderness and Outdoors Programs - Response should affirm that the wilderness/outdoor program follows Leave No Trace Principles.	Requires revision						
	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.	Not Pursuing or Not Applicable	Wilderness and Outdoors Programs: - The descriptions don't affirm that the programs			Under "Name and a brief description of the active student groups focused on sustainability:" the link for UMICE still isn't		
	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	follow Leave No Trace Principles. - Also this link didn't work: <u>https://umsu.</u> ca/student-clubs-associations/student- clubs/university-of-manitoba-indigenous- concerns-on-the-environment-umice/	Updated the write up to include the be #ParkSmart information (Leave No Trace) as part of the national Parks Canada Campus Club approach.	Meets criteria	working: https://umsu.ca/student- clubs-associations/student- clubs/university-of-manitoba- indigenous-concerns-on-the-	Fixed	Meets criteria
	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.	Suggestion for improvement						
EN 4: Outreach Materials & Publications	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							
EN 5: Outreach Campaign	guide". 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 composing increduce coch acous	Meets criteria	Link is restricted: https://umweb-edit.ad.umanitob	Links have been fixed.	Meets criteria			Meets criteria
	how the campaign targets each group. 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 addresse 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/havior/engagement questions typically do not include right/wrong answers, whereas literacy questions do.	Meets criteria			Meets criteria			Meets criteria
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".	Meets criteria						

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	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 doesn't include information about a follow-up assessment, response should be changed to "Without a follow-up assessment of the same cohort or representative samples."	Not Pursuing or Not Applicable			Meets criteria			Meets criteria
FN 7. Feedback Education	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).							
EN 7: Employee Educators Program*	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.	Meets criteria						
	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			Meets criteria			Meets criteria
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
	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.	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, and external organizations. Peer- to-peer educator programs and employee outreach campaigns are recognized in the <i>Employee Educators Program</i> and <i>Outreach Campaign</i> 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			Meets criteria			Meets criteria
	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						
EN.10: Community Partnerships	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, rattner 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		Everything looks good. Just one link that doesn't work: https://www.khpt.org/wp- content/uploads/2018/03/KHPT-Annual-report-					
	engaged as equal partners. 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 Suggestion for improvement	2016-17.pdf Regional, state/provincial, or local higher education sustainability network - Since the networks are not HE specific, I think it would be useful to include a note indicating that they have HE representation and collaboration and address campus sustainability	Link updated.	Meets criteria	1		Meets criteria
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's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program. Referencing publications or journal articles is not sufficient.	Suggestion for improvement	in some way. Case Study: - It's not clear if the case studies that are submitted have a sustainability component - do you have some examples of case studies					
	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.	Requires revision	submitted? Ongoing Mentorships Relationship - Requires a reference to another sustainability officer at another institution.	updated to reflect comments.	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
	Part 1 should reference sustainability-focused continuing education <i>courses</i> , whereas Part 2 should reference sustainability-focused <i>programs</i> in continuing education. While definitions may vary, responses should generally align with common definitions of courses and programs.	Meets criteria						
EN 12: Continuing_ Education	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).	Meets criteria						
Education	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.	Requires revision						
	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.	Meets criteria	Same as for AC 1: more details are needed to detail how the courses reference sustainability	Updated (some courses removed) with additional note indicating focus of continuing education on CSR and sustainability as a whole.	Meets criteria			Meets criteria
N 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						
	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.	Not Pursuing or Not Applicable						Meets criteria
	In order to count, the policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies.	Meets criteria						
EN 14: Participation in. Public Policy*	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	Public policy advocacy for sustainability at the national level: - Nitpicky, but I think this link: https://www.rcen. ca/what-we-do Should be this: https://www.rcen. ca/environmental-planning-and-assessment (I was a bit confused when I clicked and didn't see the EPA)					
	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	- This link doesn't work: <u>https://law.robsonhall.</u> com/chrr/projects/water-rights/clean-drinking- water-and-safe-wastewater-advocacy-tips/	Links have been updated.	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
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 VIRC-certified products is not is not sufficient to earn points.							
	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	Meets criteria						Meets criteria

Credit & Help Center link	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st	Institution Response: 1st Review	Status: 2nd Review	Paulaura Commanta & Surrentines and Da	Institution Response: 2nd Review	Final Status
* High error rate credits	Part 1: Uploaded inventory should provide clear indication of	Status: 1st Review	Scope 1 emissions reported from stationary	Revised to address comments. The student	Review	Reviewer Comments & Suggestions: 2nd Review	Review	rinai Status
OP 1: Emissions Inventory & Disclosure*	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.	Requires revision	Scope 1 emissions reported from stationary sources aren't the same as the emissions in the attached report. I'm not sure if some just aren't included, but I couldn't figure it out?	enrollement number wasn't copied from the PRE section - easy fix!			Industrial processes (nitrous oxide and sulphur oxide) are included under part 2. Is this what you are	
		Meets criteria			Meets criteria	The GHGs from Industrial Processes in your report aren't included in the Reporting Tool. I don't know if this is necessary given the high level of detail in your inventory, but I'm just curious as to why it's not included?	referring to? - Response from RRC Polytech: Ah, yes. Sorry about that.	Meets criteria
	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. 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 Suggestion for improvement	Gross Scope 2 GHG emissions from imported electricity: - this is a drastic reduction1 I would recommend adding a note explaining this (i.e. Manitoba Hydro's elimination of coal and other efforts to reduce the GHG impact of electricity) Weighted Campus Users: - You have entered total student enrolment					
	Comparative outlier: Gross Scope 1 and Scope 2 GHG emissions between OP 1 and OP 2 should be consistent. Any significant outliers that are valid should be clarified in the descriptive fields or Notes section.	Meets criteria	(31,037) instead of FTE student enrollment (25,967)					
OP 2: Greenhouse Gas Emissions*	Numeric outliers: Response of zero under either Gross Scope 1 GHG emissions from stationary combustion or Gross Scope 2 GHC 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 limeframes" should include the necessary detail and support all areas where a number above 0 is entered.	Not Pursuing or Not Applicable						
	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.	Requires revision						
	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			Requires revision	I don't think the changes were saved on this one. The student enrollment is still listed as 31,037	Should be good to go now. Sorry about that.	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.	Unsure	Possible outlier: - 610,528.13 sqf to f newly constructed or renovation space reported, but only 158,377.81 sq ft. designed and built in accordance with published green building codes, policies and/or rating systems - just wanted to flag this to make sure it's correct - It seems that there are several completed LEED projects that aren't yet certified. For your ronsideration - 'Buildings for which certification is pending should not be counted as certified space, and these buildings may be excluded from the institution's profile for up to 2 years following registration with a rating system.'					
	If claiming any square foolage 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.	Requires revision		These are the correct numbers. The buildings that are awaiting certification were registered within the last 2 years (or sightly before). For whatever reason, the certification process has been held up so we can't count it as certified space. I've included in this report as they will be quite old by next submission. A bit of a flaw in that we will never get STARS points for these buildings because they will miss the reporting period.	Meets criteria			Meets criteria
	Score outlier: Uncommon for institutions to earn more than 2 points unless buildings are LEED 0+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	I think the description section should include details on the "single-attribute, sustainable management policy/program(s)" are followed.					
	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.	Not Pursuing or Not Applicable						

Credit & Help Center link		Status: 1st Review	Reviewer Comments & Suggestions: 1st	Institution Response: 1st Review	Status: 2nd Review	Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
* High error rate credits	Common Issues If claiming any square footage under O+M Certified Space,	Status: 1st Review	Review	Institution Response: 1st Review	Review	Reviewer Comments & Suggestions: 2nd Review	Review	Final Status
OP 4: Buildings Operations_ & Maintenance*	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. 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. Hower 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 thers. Likewise, buildings for which certification	Suggestion for improvement						
	is pending may be excluded for up to 2 years following registration with LEED or another rating system.	Meets criteria		updated.	Meets criteria			Meets criteria
	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).	Meets criteria						
	Numeric outlier: Zero or very low response under "Imported electricity" or "Stationary fuels and other energy products used on-site" is highly unlikely. Most institutions purchase electricity or 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.	Meets criteria						
OP 5: Building Energy Consumption*	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) 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.	Meets criteria						
	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/sladiums, etc is metered separately and excluded under OP 5. Valid discrepancies should be clarified in the Notes field.	Meets criteria						Meets criteria
	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.	Meets criteria	It was my understanding that electricity from Hydro would not count in this credit because it is not certified? I'd love to hear your thoughts.	I've went back and forth on this. This is the STARS definition of renewable:				
	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	Marata asitasia		Consistent with the Green-e Framework for Renewable Energy Certification, clean and renewable energy sources include the following systems:				
	be clarified in the Notes field. In order to count, the institution must retain or own the rights	Meets criteria		Solar photovoltaic and solar thermal electric				
	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).	Not Pursuing or Not Applicable		Geothermal systems that generate electricity Low-impact hydroelectric power		I agree, this is another tricky one. The definition states		
OP 6: Clean & Renewable				Ocean-based energy captured through tidal, wave, or ocean thermal energy conversion technologies		that the energy has to be certified/verified clean and renewable, and I don't know if MB Hydro fits that definition.		
Energy	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		Wind Weading this, I would say it could qualify? But then when you dive a bit deeper into other definitions in OP6, it really isn't clear. MB Hydro does provide Renewable Energy Certificates to US customers, which also points me in the direction that it should count. The only line that then sways me is "For an institution to claim points for purchasing clean and renewable energy. It must cover that purchase with RECs or the equivalent. If the attributes of renewable energy production are not retained in the form of RECs, GOS, I-RECs, or certified green power programs, the electricity could	Meets criteria	Hydro does provide a a breakdown of all sources of electricity on the grid but the Heip Center states that "Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs. GOS, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable." But, we don't have access to RECs (I don't believe) and like you said, they do provide RECs for US customers. Having said all that, I am comfortable calling this complete as is.		Meets criteria

Credit & Help Center link			Reviewer Comments & Suggestions: 1st		Status: 2nd		Institution Response: 2nd	
* High error rate credits	Common Issues	Status: 1st Review	Review	Institution Response: 1st Review	Review	Reviewer Comments & Suggestions: 2nd Review	Review	Final Status
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 clocely for the issues below (particularly counting items that do not meet the Version 2.2 guidelines). 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. For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory.	Status: 1st Review	Review	Institution Response: 1st Review	Review	Reviewer Comments & Suggestions: 2nd Review	Review	Final Status
	Ismibilite 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 mane, label, or brand; Product description/type; Recognized sustainability standard met (e.g., third party certification or ecolabel). If claiming products under the institution-affirmed exemption, ALL of the following criteria must be met: - The product is sourced through a short food supply change that provides full traceability. - Affirmation that the production methods used are consistent with the IEOAM Principles of Organic Agriculture, the EAO. Code of Conduct for Responsible Fisheries, OR the <u>VITO 10</u> Principles of Fair Trade. Products that do not meet ALL of these criteria should be excluded.	Meets criteria Not Pursuing or Not Applicable						
	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						Meets criteria
OP 8: Sustainable Dining	Affirmative responses must be supported by information provided in descriptive fields. Sustainability-Themed Outlet - Response should reference a sustainability-themed food outlet. Conventional food outlets that also offer sustainable options are not sufficient.	Meets criteria 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). 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 Suggestion for improvement	Organic Program: - description should "affirm that no inorganic fertilizers or chemical pesticides, fungicides and herbicides are applied to the space identified (with the exception of rescue treatments)."					
	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. Affirmative responses must be supported by information	Meets criteria		Change made.	Meets criteria			Meets criteria
OP 10: Biodiversity	provided in descriptive fields.	Meets criteria						Meets criteria
	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	A brief description of the published sustainability criteria for chemically intensive products and services: - This link doesn't work: http://www. sppwinnipeg.org/					
OP 11: Sustainable Procurement	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.	Meets criteria	A brief description of the published sustainability criteria for furniture and furnishings: - This link accidentally had 'recycled." added to the front (and doesn't work); recycled https: //www.manitobasustainableprocurement. com/node/339					

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
	Part 3: Descriptions must reference actual policies for the purchase of products/services, rather than practices, which are recognized elsewhere in STARS.	Unsure	A brief description of the published sustainability criteria for professional service providers: - I'm not sure this meets the criteria? Is this specific criteria to RFPs for professional		Meets criteria			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. 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	"High scores and exemplary performance should be affirmed in descriptive text."	Added policy statement which justifies the high score.	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. 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 vears.	Requires revision	"High scores and exemplary performance should be affirmed in descriptive text." (I couldn't find any information in the link provided)	Our new website is still in transition and there really isn't much listed on the optionally linked page. Should 1 just delete the link? I also included the policy statement regarding our cleaners to justify the high score.	Masta oritoria	The linked webpage doesn't offer any information relevant to the credit that I could find, but it doesn't work against it in any way, so I leave it up to you if you want to include it or not. Either way, you have met all the criteria now for this credit.		Meets criteria
OP 14: Office Paper Purchasing	Of data from within the last titlee years. 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 recycle rate. High scores and exemplary performance should be affirmed in descriptive text. 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		sure.	Meets chiena	now for this creat.		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
<u>OP 16: Commute Modal</u> Split	Score outlier: Earning full points or close to it is unlikely. Exemplary performance should be clarified in descriptive field. Timeframe: There should be some indication that the modal split assessment was completed within the last three years. 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 Meets criteria	FTE Student Enrollment: - You have entered total student enrolment (31,037) instead of FT student enrollment (25,967)					
	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.	Requires revision		Fixed. Didn't copy from PRE.	Meets criteria			Meets criteria
OP 17: Support for Sustainable Transportation	Affirmative responses must be supported by information provided in descriptive fields.	Meets criteria						Meets criteria
	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. 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	A brief description of the residual conversion facility - I don't think this description fits here. It is only if you report "Materials disposed through post- recycling residual conversion" Weighted Campus User: You have entered total student enrolment					
OP 18: Waste Minimization. & Diversion*	Numeric outlier: Zero (or very low amounts) reported for responses under the table for Total Waste Generated (particularly for recycling, compositing and disposal in landfill/ncinerator). 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	(31.037) instead of FT student enrollment (25.967) - I wonder if the link in the template is pulling the information from the wrong field? Baseline - Just a note about the baseline. It was 1990/91 for all other credits, so Tm just wondering why it was different for this credit?					
	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, compositing, donating or re- selling, performance year" may indicate data entry error. Check closely for issues below. Exemplayre performance should be clarified in descriptive field.	Meets criteria	Maybe a quick note about that would help explain.	- description removed from under residual conversion facility. I should have caught that when reviewing. Sorry about that.				
	Data consistency: Weighted campus user (WCU) figures should be consistenty across PRE 5 and OP 18 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Requires revision		thinking I updated the number in PRE at some point and didn't click through to update the rest? Not really sure what happened. - Added a note about the baseline year.	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

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 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 material release incidents, 4: description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals.	Meets criteria						
	Part 2 - Affirmative responses must be supported by information provided in descriptive fields: 1: electronic waste generated by students. It is common to overlook referencing how e-waste generated by students is managed.	Meets criteria						Meets criteria
	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.	Suggestion for improvement	This may be picky, but I think some more details on water reduction efforts would be	We have used 2019-2020 as the performance year for water use. This should explain the discrepancies. We used 2019-20				
	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.	Suggestion for improvement	useful to show how consumption decreased so much even as campus users went up. Weighted Campus User - Same problem with the FTE student number	to reflect a normally operating campus occupied by students.				
	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.	Meets criteria	as above Gross Floor Area:					
OP 21: Water Use*	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.	Meets criteria	- In PRE-4 it is 6,542,363 sq. ft., here it is 6,680,144					
	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					Change made. - Response from RRC Polytech:	
	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			Requires revi	If the discrepancies in FTE student number and gross floor area from PRE-5 and PRE-4 respectively are valid, you just need a short explanation in the notes field.	The FTE student enrolment and gross floor area are still different than in PRE-5 and PRE-4. Maybe the changes didn't get saved?	Meets criteria
<u>OP 22: Rainwater</u> 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	Just a typo: - "Within the UM Sustainable Design Guidelines, all projects mist substantially reduce or prevent area from the area of the project."		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
PA 2: Sustainability	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. Part 2: Response must reference the institution's highest quiding		I'm not sure the criteria is met for sustainability as a major theme in the "highest guiding document". It looks like it mentions sustainability and a commitment to climate action, but there are no specific goals or objectives related to sustainability.	I've updated the link to our Taking Our Place strategic plan which is still within the reporting timeframe. UM is in this weird limbo between strategic plans so the document I previously		Ah, yes I see.		
Planning*	document (institution-wide strategic plan or the equivalent). Lower-level guiding documents are not sufficient. Part 2: If indicating that sustainability is included as a major	Meets criteria	There are also goals that are sustainability-related (particularly anti-racism, EDi and Reconciliation focused goals) but my	linked didn't mention the goals we are currently working toward (prior to a new plan being released in		Just one more note: the link to the strategic plan doesn't work (it just		
	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.	Unsure	understanding is that it needs to include a connection to sustainability to count.	2023/24). 4e speaks to sustainability as a major theme and was used in our previous submission for full points.	Meets criteria	has an extra "a" tacked onto the end) https://umanitoba. ca/sites/default/files/2020-06/um- strategic-plan-2015-2020.pdfa		Meets criteria
	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	A brief description of the campus- community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect					
PA 3: Inclusive & Participatory Governance*	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	them: - I'm just wondering if you have other committees where community members are involved in decisions that affect them (i.e. community advisory panels)?					
	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.	Suggestion for improvemen t		we have community advisory panels for specific plans or topics - otherwise our external representation on the BOG is the only consistent, high level institutional sceanio with external members. Not sure that hits the mark though?	Meets criteria	If they are ad hoc, I don't think they count but if they are ongoing I think they do. Not that it matters, you already have full points for this credit, it was just out of curiosity.		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	Meets criteria	In progress					Meets criteria
	Part 1: Response must reference a diversity and equity committee, office, and/or officer.	Meets criteria						
PA 5: Diversity & Equity Coordination	Part 2: Affirmative responses must be supported by information provided. If "AII" 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						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
	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 adherance with federal guidelines are not sufficient.	Meets criteria	A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from					
PA 7: Support for Underrepresented Groups*	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	underrepresented groups: - this link doesn't work: https: //manitoba. ca/student/saa/accessibility/did-you- know.html Data source(s) and notes about the submission - this link doesn't work: https:					
	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.	Meets criteria	 anis inclues revolution rups. anis observed and rups. ca/student/saa/accessibility/media/w ashrooms.pdf 	Changes made.	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.	Not Pursuing or Not Applicable						Not Pursuing
PA 9: Committee on Investor	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. Efforts to improve investor responsibility should be reported under PA 9: Sustainable Investment, and are not sufficient here	Meets criteria Meets						
Responsibility	In the absence of a formal committee on investor responsibility. 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						Meets criteria
	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.	Meets criteria						
PA 10: Sustainable_ Investment*	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.	Meets criteria						
	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.	Meets criteria						
	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 Size and of total investment pool). Valid discrepancies should be clarified in the Notes field.	Meets criteria						Meets criteria
	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						
PA 11: Investment Disclosure*	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.	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: <u>MIT Living Wage Calculator;</u> Canadian institutions: <u>Living Wage Canada;</u> 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.	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.	Suggestion for improvemen t	Would the 32% of staff surveyed be considered representative of the entire staff? If so, I think you can claim 100% here.	Change made.	Meets criteria	I couldn't find the change (it's been a while and I can't remember exactly what was there before), but it meets the criteria as is so it's all good!		Meets criteria
	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

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PA 14: Wellness Programs			Smoke free policy: - I don't see where it says that smoking is prohibited across the entire campus. This is an older policy, is there an updated one?	This policy is still valid - currently under review and set to be updated in 2023. Ive added the sections which pertain to no smoking within buildings, and then restricting smoking on campuses. This policy separates out FG and Bannatyne as		Ah, I see. I was reading "Does the institution prohibit smoking and tobacco use across the entire campus?" to mean it is prohibited in all outdoor spaces on campus		
	Part 2: If pursuing points for prohibiting or restricting smoking, an indication of a smoke-free policy must be provided.	Requires revision		they have different bilaws. The policy applies to the entire campus ie: both campuses.	Meets criteria	as well. But, this makes sense too and I couldn't find a definition anywhere so I think this is okay.		Meets criteria
PA 15: Workplace Health &	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
<u>PA 15: Workplace Health &</u> <u>Safety</u>	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

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Academy & Industry Connections (Research)*	Affirmative responses must be supported by information provided in descriptive fields.	Not Pursuing or Not Applicable						Not Pursuing or Not Applicable
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 or Not Applicable
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 or Not Applicable
<u>Campus Pride Index</u> (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 LGBTQ+ friendly practices approved by AASHE. Documentation affirming the certification is required.	Not Pursuing or Not Applicable						Not Pursuing or Not Applicable
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 or Not Applicable
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 or Not Applicable
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.	Meets criteria						Meets criteria
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.	Not Pursuing or Not Applicable						Not Pursuing
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.	Meets criteria						Meets criteria
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
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.	Meets criteria	In progress					Meets criteria
Fair Trade Campus (Public Engagement)	Documentation on formal Fair Trade designation should be provided.	Meets criteria						Meets criteria
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
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
Full-Time Faculty Employment (Wellbeing & Work)	Documentation to support the figure reported is required.	Not Pursuing or Not Applicable						Not Pursuing
<u>Green Athletics (Public</u> 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

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Green Cleaning Certification	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	Not Pursuing or Not						
(Buildings)	certified. A green event certification program that has certified one or	Applicable						Not Pursuing
Green Event Certification (Public Engagement)	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.	Meets criteria						Meets criteria
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
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
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
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
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
Natural Wastewater Systems	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 minicking the biological, chemical and physical processes occurring in natural wetlands. This credit is about treating wastewater, not stormwater filtration and treatment (stormwater	Not Pursuing or Not						
(Water) Network for Student Social Innovation (Campus Engagement)	initiatives are captured under OP 23). 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.	Applicable Not Pursuing or Not Applicable						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
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.	Meets criteria						Meets criteria
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
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
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
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>U.S. Department of Education</u> .	Not Pursuing or Not Applicable						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
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
Spend Analysis (Purchasing)		Not Pursuing or Not Applicable						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 URI	Not Pursuing or Not Applicable						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						Not Pursuing
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: <u>MIT Living Wage Calculator</u> ; Canadian institutions: <u>Living Wage Canada</u> ; Other institutions: a local equivalent or the local poverty indicator for a family of four.	Not Pursuing or Not Applicable						Not Pursuing
Sustainability Course	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	Pursuing or Not						
Designation (Curriculum)* Sustainability Office Diversity Program (Diversity & Affordability)	departments. 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.	Applicable Not Pursuing or Not Applicable						Not Pursuing
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.	Not Pursuing or Not Applicable						Not Pursuing
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.	Not Pursuing or Not Applicable						Not Pursuing
Voter Education and Support (Public Engagement)	provided in descriptive, upload or URL fields.	Not Pursuing or Not Applicable						Not Pursuing
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
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

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Work College (Diversity &	To count, the institution must be formally recognized as a work college by the U.S. Department of Education (or local equivalent for 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					Not Pursuing
	To count, the institution almining the recognition is required. 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.	Applicable Not Pursuing or Not Applicable					Not Pursuing
	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