

2.1 Review Template (Revised, version 2 Template)

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

Instructions

As part of our efforts to continuously improve STARS data quality and the reporting process, AASHE released a STARS Review Template in 2018 alongside changes to an existing credit. This template has been improved and updated in Summer 2018 based on feedback collected during the 2018 STARS Review Pilot. Institutions pursuing the revised Pre-Submission Review exemplary practice can receive points in STARS for conducting either independent or internal review by following the most recent, standard template. This template highlights common issues that AASHE staff have identified during standard post-submission reviews. Through this effort, we hope to learn of the impact that a standardized review process has on STARS data quality and accuracy.

Benefits of Participating

Use of the template will help institutions identify potential issues, which will result in higher quality content in current and future reports, fewer issues postsubmission, and quicker turnaround time leading to report publication and rating.

Institutions completing independent or internal review will earn STARS points by completing the Pre-Submission Review exemplary practice credit.

Peer reviewers can help their institution earn points under the Inter-Campus Collaboration credit in STARS.

About Independent and 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.

Independent 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. Institutional Characteristics (IC)

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.

Getting Started

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.

b. Reviewers should 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.

2. Reviewers should access and refer to the latest version of the STARS 2.1 Technical Manual

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.

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:	Caillie Mutterback
Type of Review:	Internal
Title & Organization:	Special Events & Employment Development Assistant, Career Services, Mount Royal University
Email (optional):	cmutterback@mtroyal.ca
Comments (optional):	
Other Reviewer(s) (Optional)	Use these fields if multiple individuals collaborated on a single review (i.e., different reviewers by section but only one reviewer per credit). Use the comments space to indicate which credits or section each reviewer reviewed. If you have multiple reviewers each doing complete reviews (i.e., reviewing all credits), please upload a new completed template for each complete review.
Reviewer 2	
Name:	
Type of Review:	
Title & Organization:	
Email (optional):	
Comments (optional):	
Reviewer 3	
Name:	
Type of Review:	
Title & Organization:	
Email (optional):	
Comments (optional):	
Reviewer 4	
Name:	
Type of Review:	
Title & Organization:	
Email (optional):	
Comments (optional):	

Credit	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st Review		Status: 2nd Review	Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
Executive Letter	A letter from a president, chancellor or other high-ranking official (VP, provost, etc.) should be submitted with each STARS report (You will be prompted to upload the file during the final submission steps). See recent Knowledge Base article: https://aashe-stars.uservoice.com/knowledgebase/articles/377421-when- and-how-do-upload-the-required-executive-I	Unsure						
	URLs: Link to file upload is working (A file with a long file name may not upload correctly). The link to the file can be found in the top right hand side of the My Submission page after it has been formally submitted.	Unsure	I believe we are currently still waiting on this.	Letter drafted, obtaining signature in process.	Corrected			
IC 1: Institutional Boundary	Institution Type for U.S. institutions should match Carnegie Data (with the exception of Tribal and Special Focus Institutions, which should fall under one of the other options). See https://nces.ed.gov/ipeds/datacenter/InstitutionByName. aspx Supporting Responses: Valid explanation required under "The rationale for	Meets criteria	We have indicated that we have a satellite campus at Springbank airport but have not given any rational for excluding it from the report. If the Springbank hangar IS included as a satellite campus, we need to indicate it under "Are there one of more satellite	Corrected. Updated satellite campus to				
	excluding any features that are present from the institutional boundary"	Requires revision	campuses?"	Yes.	Corrected			
IC 2: Operational Characteristics	Timeframe: Response references most recent operational characteristics for which data are available at the time of submission.	Meets criteria						
IC 3: Academics & Demographics	Data outlier: Responses for "Number of academic departments (or the equivalent)" should be higher than "Number of academic divisions (or the equivalent)". For Academic Departments, amounts below 10 are unlikely and should be reviewed closely (particularly for medium-sized or larger institutions). Academic departments are devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology), Valid discrepancies or clarifications should be clarified in the Notes field.	Meets criteria						
	Data Consistency: Fulltime equivalent fields for students and faculty should be lower than headcount fields for most institutions. Identical amounts are 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						

Credit	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
AC 1: Academic Courses - Inventory	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 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. Definitions for "sustainability courses" and "courses that include sustainability" should be followed. In particular, sustainability courses must address sustainability as an integrated concept encompassing social/economic AND environmental/ecological dimensions. Common mistake is to count courses that only address the social component of sustainability (e.g. Social Work, International Relations) as a Sustainability (e.g. Social Work, International Relations) as a Sustainability, as well as a brief course description (or retionale for why the course, the inventory should include, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate description for some/all courses. Data Consistency: The count of courses reported under the credit should be consistent with the count includes field. Data Consistency: Number of academic departments should be consistent across IC 3, AC 1 if he same Performance Year is used. Valid discrepancies must be clarified in the Notes field.	Meets criteria Meets criteria Meets criteria Meets criteria Meets criteria	Review process seemed solid and the appropriate stakeholders were consulted. All course descriptions were l would be curious to know why internships or work experience weren't included as they are required by the Faculty of Environmental Science, but that may have come up during this stage.					
AC 2: Learning Outcomes	Score Outlier - Uncommon for institutions to earn full points or very close to it. If a high score is reported, check closely for the issues below. Response under "Total number of graduates from degree programs" must reflect all students. A common mistake is overlooking graduate student learning outcomes and reporting 100% for a sustainability- focused general education learning outcomes (e.g., "the student will demonstrate". General program overview statements, mission/values statements, or general methodology statements are not sufficient. According to the credit criteria, "Reaming outcomes are concerned with the achievements of the learner rather than with the overall intentions of the teacher". In order to meet credit criteria, learning outcomes do not necessarily have to use the term "sustainability", but they must collectively address sustainability as an integrated concept having social/economic dimensions. If outcomes are not established for ourses, institutions may count graduates from sustainability focused programs that require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the Academic Courses credit). This means that graduates from programs that make such courses optional to complete the major or only require courses that include sustainability-related courses should be excluded.		I do think that because the GenEd program is foundational to all students' degree programs, it is likely that they do all graduate with at least one sustainability learning outcome. The available to support this - it may be good to have some course descriptions available to support that there are learning outcomes (not just teaching intentions), or more explicitly state that there are aspects of environmental, social, and economic perspectives in all tiers. The course list provided in the optional field is different (and shorter) than the list provide earlier. One is from June 16, 2017 and the other is July 11, 2019. Not sure if these are supposed to be the same or not.	Added course description examples for Foundation tier in each Cluster. Also updated the course list to the July 11, 2019.	Corrected			
AC 3: Undergraduate Program	Use excluded. Sustainability-focused programs concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions (at minimum, social and environmental dimensions should be evident). The sustainability focus of such a program should be explicit in the program title or description. Valid URLs are required for each program.	Meets criteria Requires revision	Both url links to their page are broken.	All URL links updated.	Corrected			
AC 4: Graduate Program	Sustainability-focused programs concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions (at minimum, social and environmental dimensions should be evident). The sustainability focus of such a program should be explicit in the program title or description. Valid URLs are required for each program.	Requires revision Not Pursuing or Not Applicable	We do not have a graduate program but it is listed as "unknown". Because we do not have any graduate students at this level, should we indicate "no"? [There may be additional rationale to this I am missing]	Unknown is the default, since we do not have a graduate program we just left it at the default and chose "Not Applicable". I adjusted the responses to No and chose "Not Applicable".	Corrected			
AC 5: Immersive Experience	The immersive program must concentrate on sustainability, including its social, economic, and environmental dimensions; and/or examine an issue or topic using sustainability as a lens. At minimum, social and ecological dimensions of sustainability must be evident from the content provided. Immersive programs must be longer than one week in duration. Sustainability-focused immersive programs that are shorter in duration may be claimed under AC 8: Campus as a Living Laboratory if criteria for that credit are met.	Requires revision Suggestion for improvement	The url like for AEP is broken. The information is solid, but we may want to add the length of the Scotland field school to meet this criteria.	Added the length of the Scotland field school and updated the URL to the AEP.	Corrected			

Credit	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
	Assessment must cover sustainability literacy rather than sustainability- related values, behaviors or beliefs. An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten 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.	Not Pursuing or Not Applicable						
AC 6: Sustainability Literacy Assessment	If "The entire student body or, at minimum, to the institution's predominant student body" is selected, descriptive information must explain how a representative sample was achieved. If there is indication that a non-representative sample was assessed (e.g., only one class participated), response should be changed to "A subset of students"	Not Pursuing or Not Applicable						
		Not Pursuing or Not Applicable						
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 connected sustainability.	Meets criteria	This is a great example!					
AC 8: Campus as a	If highlighting student co-curricular activities, employment opportunities and internships, there must be a clear curricular or learning component reflected in the description.	Meets criteria	Insuing or Not able Insuing or Not able This is a great example! This is a great example! Oriteria Good descriptions, Courtney. Oriteria I counted 32 faculty members on the list provided (after removing duplicates), but we listed 29. Some of the projects contained multiple researchers. Both "requires revision" notes can be fixed if this is addressed. The number of departments matched. I added in oriteria oriteria oriteria oriteria Good notes, though there wasn't any notes contained subtractions there a sustainability focus in the maker space? I added in the that is the addressed. that include a subtraction there wasn't any notes contained and position of the project is there a sustainability focus in the maker space? I added in the that include and position of the project is there a subtraction of the that include and position of the project is there a subtraction of the project is the project is the provide of the provide of the project is the provide of the					
Living Laboratory	To count, an initiative must "contribute to understanding campus sustainability challenges or advancing sustainability on campus", and the description provided should reflect that.	Meets criteria						
	Numeric outlier: Response for "Total number of academic departments (or the equivalent) that include at least one facuity or staff member that conducts research* should be comprehensive. Amounts below 10 are unlikely and should be reviewed closely (particularly for medium-sized or larger institutions). Academic departments are devoted to a particular academic discipline (e.g., Economics, Environmental Science, Sociology).	Meets criteria	list provided (after removing duplicates), but we listed 29. Some of the projects contained multiple researchers. Both "requires revision" notes can be fixed if this is addressed.	I updated the list to include research from the 2018/2019 academic year. I also used the template from the AASHE website and re-entered the information. I excluded duplicates where possible. I have also adjusted the number of academic departments				
	Numeric outlier: Responses for "Total number of the institution's faculty and/or staff that are engaged in research 'should be comprehensive. Avoid counting only a fraction of research faculty. This amount must include, at minimum, all faculty members for whom research is considered in promotion and/or tenure decisions.	Requires revision		because Geology, Geography, and Environmental Science are now lumped under the Department of Earth and Environmental Science.				
Research	Data consistency: Number of academic departments should be equal to IC 3, or lower under AC 9 if the institution is opting to exclude departments that don't conduct research. Clarifications can be provided in the Notes field.	Meets criteria						
	The minimum inventory criteria requires including names and department affiliations of all faculty and staff members engaged in sustainability research. (It is recommended that the title or topic of the research conducted is also included in the inventory, since this is a requirement for future versions of STARS.)	Meets criteria						
	The research inventory should be a comprehensive list rather than a sample. Faculty and department counts should be consistent between the inventory and what is reported under the credit.	Requires revision			Corrected			
	Student and faculty support - In order to count, sustainability research programs must "specifically aim to increase student/faculty sustainability research". Ceneral or interdisciplinary research support programs that also include sustainability are not sufficient.	Meets criteria	note on positive outcomes. Not sure if it is "sufficient". Is there a sustainability	I added information regarding the research guides, and assitance with creation of research assignments. I also added student support services				
AC 10: Support for Research	Inter-, Trans- and Multi-Disciplinary Research - Response must affirm published written policies and procedures that recognize interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.	Meets criteria		and positive outcomes. Kerry Harmer confirmed that the Maker Studio in the library is offering a sustainability series that includes a Tote Making Workshop and Repair Cafe. I did not add the				
	Library support - Sufficient detail on library support for sustainability research and learning must be provided. Examples of sustainability support may include research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.	Suggestion for improvement		and Repair Cafe. I did not add the maker space workshops as I don't think they are specific enough to research.	Corrected			
	There must be an open access policy, guideline or statement in place at the institution.	Meets criteria						
AC 11: Access to Research	If the policy doesn't mandate open access (with or without opt out), there must be some indication that the institution provides financial support to support open access.	Meets criteria]					
	There must be an open access research repository at the institution (or system) level, and a link to the repository must be included.	Meets criteria						

			Reviewer Comments & Suggestions:			Reviewer Comments & Suggestions:		
Credit	Common Issues Score outlier - Reporting full points indicates that all students (including	Status: 1st Review	1st Review	Institution Response: 1st Review	Review	2nd Review	Institution Response: 2nd Review	Final Status
	graduate students) are served (i.e. directly targeted) by a student peer-to- peer program. Over-counting should be avoided (e.g., if programs listed only cover residence halls, it is unlikely that all students are covered).	Meets criteria	_					
EN 1: Student Educator's Program	Data consistency: Number of students enrolled for credit should be consistent across IC 3 and EN 1 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria						
	All programs must have a clearly defined peer-to-peer component. To count, peer-to-peer-focused education programs should train students to become "experts" in a certain sustainability-focused topic, and these experts then train their peers on these topics in a coordinated, ongoing fashion.	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						
	Student Groups - Response should reference sustainability-related student clubs or other groups (e.g., Sustainability Club, Sierra Club, etc.). Participation in committees is covered under PA 1, whereas student governance is covered under PA 3.	Meets criteria	We need to add a note specifically mentioning Leave No Trace principles in the Wilderness section. They do follow this principle but I think it needs to be in the description	I added the statement regarding the Leave No Trace Principles				
	Student-Run Enterprises - Response must affirm that the effort is a business or related enterprise. If not, it is just another student group and should instead be counted in the Student Group section.	Meets criteria	to be in the description. I tested all the links and they were all active.					
	Sustainable Investment and Finance - Recognizes "sustainable investment funds, green revolving funds or sustainable microfinance initiatives 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 (recognized under PA 8).	Meets criteria						
EN 3: Student Life	Wilderness and Outdoors Programs - Response must affirm that the	_						
	wildemess/outdoor program follows Leave No Trace Principles. Sustainability-Related 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 outreact campaigns are not sufficient.	Requires revision Not Pursuing or Not Applicable						
	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						
	Other Programs and Initiatives - Intent of this section is to capture student efforts that are not already covered in the other sections of this credit or in other credits. Basic outreach campaigns should not be referenced, since they are covered under EN 5.	Not Pursuing or Not Applicable			Corrected			
	Student Research Publication - Response must reference a sustainability- focused research publication or other written material, not general student research support, which is covered under the Research subcategory.	Requires revision	I think the publication refers to printed material or something of that sort, not just a prize. There may be something	I adjusted the student research publication section it now includes MRU Stories, the IES website, and other conference opportunities on campus. I also left the Newspaper e Coverage section as we completed ours similar to the University of Calgary's responses.				
	Sustainability Newsletter - Response must reference an actual newsletter (as opposed to a section of a website, which is covered elsewhere under this credit).	Meets criteria	like this in the capstone? Likewise, I am not sure that our description of the Newspaper Coverage addresses the issue listed here.					
	Student Newspaper Coverage - Response must reference a student newspaper. There must be regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat. Occasional news stories in the student paper, or a news outlet that is not student run are not sufficient.	Unsure						
become "experts experts then train fashion. EN 2: Student Orientation Affirmative respo- discriptive fields then the descript Participation in c governance is co governance is co governance is co governance is co governance is co governance is co student Forups. EN 3: Student Life Widernessourds Widernessourds Sustainability-Re related the criterial should instead b Sustainability-Re related the criterial should instead b Sustainability-Re related theressourds should instead b Sustainability-Re related theressourds Sustainability-Re related theressourds Sustainability-Re related theressourds Sustainability-Re related theressourds Sustainability-Re related theressourds Sustainability-Re related theressourds Sustainability-Re related theressourd source creatilis. Ba they are covered focused research research support research support Sustainability Ne (as opposed to a systems. Reporti Sustainabile Foor systems. Reporti Sustainabile Foor systems. Reporti Sustainabile foor systems. Reporti Sustainabile foor systems. Reporti Grounds aredits. Sustainabile for systems. Reporti Grounds aredits. Sustainabile for systems. Suppoint on inti credits. EN 4: Outreach Materials & Publications Sustainabile foor systems. Reporti Sustainabile foor systems. Support of on unit credits. EN 4: Outreach Materials & Publications Sustainabile foor systems. Support of on unit credits. Sustainabile foor systems. Support on intil credits. Grieder IVING Gu sustainability Iss information and I marketed as a 'Q Sustainability Iss information and I marketed as corptive fields or Cyp published navigesource Sustainability Iss information and I marketed as a 'Q Sustainability Iss information and I marketed as a	Green Buildings Signage - Response must reference building signage that highlights green building features Sustainable Food Systems Information - Response must reference	Meets criteria	-					
	signage and/or brochures that include information about sustainable food systems. Reporting on initiatives isn't sufficient and is covered in the Food & Dining credits.	Meets criteria						
Publications	Sustainable Grounds Signage - Response must reference signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed. Reporting on initiatives isn't sufficient and is covered in the Grounds credits.	Not Pursuing or Not Applicable						
	Guide for Commuters - Response must reference a published guide for commuters about how to use more sustainable methods of transportation. Reporting on initiatives isn't sufficient and is covered in the Transportation credits.	Meets criteria	1					
	Materials for Cyclists and Pedestrians - Response must reference published navigation and educational tools for bicyclists and pedestrians. Reporting on initiatives isn't sufficient and is covered in the Transportation	Meets criteria						
	Green Living Guide - Response must reference a guide that targets students living on or around campus, focusing on comprehensive sustainability issues (e.g. domr ecycling and energy conservation, etc.). Information and tips on a website is generally not sufficient if it is not marketed as a "green living guide".	Meets criteria			Corrected			
	Affirmative responses must be supported by information provided in descriptive fields. If Yes response is provided for faculty and/or students, the descriptive response must clarify how the campaign targets each	Meets criteria			Conected			

Credit	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
	Assessment must cover sustainability-related values, behaviors or beliefs rather than sustainability literacy. An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on culture, behavior and engagement. Culture/behavior/engagement questions typically do not include right/wrong answers, whereas literacy questions or topht/orging answers whereas literacy questions to for the store of the		Is the survey that is listed in the attached the complete question list? It does cover multiple topics, but it doesn't go too deeply into it.					
V 6: Assessing V 6: Assessing If If If If If If If If If If	Inglinewoning answers, whereas ineracy questions do. 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						
	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 could be the support isn't there, response should be changed to "Without a follow-up assessment of the same cohort or representative samples".	Meets criteria						
		Suggestion for improvement						
	Score outlier - Reporting full points indicates that all employees (faculty and staff) are served (i.e. directly targeted) by an employee peer-to-peer program. Over-counting should be avoided (e.g., if programs listed only cover faculty or administrative staff, it is unlikely that all employees are		We might want to put lunch & learn activities higher in this category as it more directly addresses the peer-to- peer education model (moreso than the other activities that they engage in).	We chose to put the Continuing Education Green Team as the 2nd Program because they have less reach than the Sustainability Committee. The lunch & learns fall under the Continuing				
V 7: Employee 7 / Jucators Program Al control of the second of the se	Data consistency: Employee headcount should be consistent between EN 7 and IC3 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria		Education Green Team and therefore they fall lower down. I did however edit the list to bring them higher up within				
-	Induce the sustainability iteracy. An institution may use a single resource of the devices sessationability theory. Subject of the sesseneral to uses on culture, behavior and engagement. Culture behaviors on a final of the assessment (busies on the indicates the sessential of the sesseneral to use on the sessence of the devices on the indicates and the sessential of the sesseneral to use on the indicates of the sesseneral to use on the sessence of the sessence of the devices on the indicates of the three groups are stageded. If the sesseneral to use on the sessence of the term of the sessence of the	ute איז	Corrected					
EN 8: Employee Orientation	Affirmative responses must be supported by information provided in descriptive fields. If 100 percent of employees are covered, then the							
vientation C C N 9: Staff I rofessional F	opportunities, for example as delivered by trainers, managers, sustainability staff, the Human Resources office or external organizations. Informal programs are not sufficient.		Our examples are good and unique from those listed in the other credits.					
	Affirmative responses must be supported by information provided in descriptive fields. If 100 percent of employees are covered, then the descriptive fields. If 100 percent of employees are covered, then the descriptive fields. If 100 percent of employees are covered, then the descriptive fields. If 100 percent of employees are covered, then the descriptive fields. If 100 percent of employees are covered, then the descriptive fields. If 100 percent of employees are covered, then the sustainability staff, the Human Resources office or external organizations. Informal programs are not sufficient. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaigns are recognized in the Employee Educators Program and Outreach Campaigns are recognized in the Employee Educators Program and Outreach Campaigns are recognized in the Employee Educators Program and Outreach Campaigns are recognized in the Employee Educators Program and Outreach Campaigns are recognized in the Employee Educators Program and Outreach Campaigns are recognized in the Employee Educators Program and Outreach Campaigns are programs are formally recognized by the institution as professional development and training, for example is employee performance reviews. Intent of the credit is to highlight formal partnerships with community organizations, rather than institutional initiatives that benefit the community.							
	Intent of the credit is to highlight formal partnerships with community organizations, rather than institutional initiatives that benefit the							
	individuals or student groups form a partnership).	Meets criteria						
	institution supports the partnership materially or financially (minimum	Meets criteria						
EV 5. Employee Income the constraint between the source of the constraint between the constraint between the source of the constraint between the c								
	sustainability; c) The partnership is inclusive and participatory, i.e., underrepresented	Meets criteria						
	Intent of this credit is to recognize institutions that "collaborate with other colleges or universities to help build campus sustainability broadly." Therefore, ALL responses should focus on collaboration with other campuses or higher education-focused groups/initiatives.							
EN 11: Inter-Campus Collaboration	that highlights campus sustainability experiences, lessons learned or best practices must have been submitted in the previous year to an external higher education sustainability resource center or awards program.	Meets criteria						
	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.	Not Pursuing or Not Applicable						
	All initiatives must have a clear sustainability focus (e.g. reference ecological and social dimensions of sustainability).	Meets criteria						
	Part 1 should reference sustainability-focused continuing education courses, whereas Part 2 should reference sustainability-focused programs in continuing education. While definitions may vary, responses should generally align with common definitions of courses and programs.	Meets criteria						
	Part 1, Courses - Must reference continuing education courses (rather than courses for degree seeking students, which are covered under AC 1)	Meets criteria]					

			Reviewer Comments & Suggestions:			Reviewer Comments & Suggestions:		
Credit	Common Issues	Status: 1st Review	1st Review	Institution Response: 1st Review	Review	2nd Review	Institution Response: 2nd Review	Final Status
EN 12: Continuing	Part 1, Course inventory - For each course, the inventory must provide at minimum the title and department (or equivalent) of the course and a brief description of the course. The connection to sustainability must be clear (i. e., reference to ecological and social dimensions of sustainability).	Meets criteria						
Education	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						
	Part 2, Programs - Make sure the programs they are listing are continuing education programs that are clearly sustainability-focused (standard degree-granting programs don't count, and instead are covered under AC 3 and AC 4).	Meets criteria						
	Part 2, Programs - Continuing education programs must be available to the general public to count (not just faculty/staff/students/alumni)	Meets criteria						
EN 13: Community Service	Data consistency: Number of students enrolled for credit should be equal to or lower than what is reported in IC 3. 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						
	This credit recognizes institutions that promote sustainability through public policy advocacy. 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	Good descriptions that matched the levels appropriately.					
EN 14: Participation in Public Policy	Responses must provide sufficient detail about public policy advocacy. 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 legislations 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 explicitly policy advocacy focus.	Meets criteria						
	Responses must relate to policy advocacy at the Municipal/local, State/provincial/regional, National, and/or International levels, and should only be duplicated if there is clear advocacy at multiple government levels.	Meets criteria						
EN 15: Trademark	Institution must be certified by Fair Labor Association (FLA) or Workers Rights Consortium (WRC) to earn points. Working with a supplier or contractor that is certified, purchasing FLA- or WRC-certified products, or requiring that trademarked products be certified is not is not sufficient.	Not Pursuing or Not Applicable						
Licensing	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.workers/fghts.org/about/as.asp FLA: http://www.fairlabor.org/affiliates/colleges-universities	Not Pursuing or Not Applicable						

Credit			Reviewer Comments & Suggestions:			Reviewer Comments & Suggestions:		
orodit	Common Issues	Status: 1st Review	1st Review	Institution Response: 1st Review	Review	2nd Review	Institution Response: 2nd Review	Final Status
	Score outlier: Uncommon for institutions to earn 7 out of 10 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	Meets criteria	Attached report is super clear.					
	between Performance Year and Baseline Year. Any significant outliers that are valid should be clarified in the descriptive fields or Notes section.	Meets criteria						
	Numeric outliers: Responses of zero under either Gross Scope 1 GHG emissions from stationary combustion or Gross Scope 2 GHG emissions from purchased electricity. Any significant outliers that are valid should be clarified in the descriptive fields or Notes section.	Meets criteria						
	If indicating that the inventory has been verified by an independent, external third party or validated internally by independent personnel, descriptive response and/or upload must support verification of the inventory by an external party.	Meets criteria						
	Data consistency: Weighted campus user (WCU) figures should be consistent across IC 3 and OP 1 if the same performance year is used. Valid discrepancies should be clarified under the Notes field.	Meets criteria	-					
	Data consistency: Gross floor area and energy intensive building space should be consistent across IC 2 and OP 1 if the same or similr performance year is used. Valid discrepancies should be clarified under the Notes field.	Meets criteria						
OP 1: Greenhouse Gas E Emissions	Part 1: Uploaded inventory should provide clear indication of Scope 1, 2 and 3 emissions. If indicating that certain Scope 3 emissions are included, then the inventory must reflect this. Otherwise, Scope 3 responses should be updated to "None" as appropriate.	Meets criteria						
	Part 2: Check for double-counting or confusion between carbon offsets and renewable energy credits (they are not the same, but both are reported under this credit).	Meets criteria						
	Part 2: Carbon Offsets - Response under "A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes" should include the necessary detail and support all areas where a number above 0 is entered.	Meets criteria						
	Part 2: Renewable Energy Certificates - Response under "A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes" should provide sufficient detail if a number above 0 is entered. RECs/GOs that have not been third-party verified do not count.	Meets criteria						
	Part 2: Renewable Energy Certificates: An institution using the Campus Carbon Calculator (2017 or earlier) may report emissions reductions attributable to RECs separately (if not otherwise accounted for in its Scope 2 accounting). Other institutions whose methodologies adjust for RECs directly under Scope 2, including SIMAP and The Climate Registry users, may NOT report RECs in this credit, as doing so would result in double-counting.	Meets criteria						
	Part 2: Start and End dates for Baseline Year and Performance Year must be valid. Baseline year may be any year from 2005 to the present. Older baselines (1990-2004) may be applied if they are adopted as part of the institution's sustainability plans or policies, or in the context of other reporting obligations. Institutions should avoid reporting a peak emissions year as their Baseline simply to increase scores.	Meets criteria						
OP 2: Outdoor Air Quality	Part 1 - According to the credit criteria, Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory. This section of the credit focuses on other efforts such as prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.	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	All links worked.					
	LEED 0+M Certification - This credit recognizes LEED 0+M certification rather than the more common LEED BD+C standard, which is recognized in OP 4. Response under "A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings" should clarify the rating system and level for each certified building.	Meets criteria						
	If claiming any square footage under O+M Certified Space, response under 'A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings" should include detail on the buildings, rating systems and dates of project completion.	Not Pursuing or Not Applicable						
OP 3: Buildings Operations & Maintenance	Data consistency: Gross floor area and energy intensive building space should be consistent with IC 2 if the same or similar performance year is used. A lower number may be reported under OP 3 if the institution excluded certain types of occupied space (parking garages, stainvells, etc.) from this credit but not others. Likewise, buildings for which certification is pending may be excluded from the calculations for this credit for up to 2 years following registration with LEED or another rating system.	Meets criteria						

Credit	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
	Uncertified Space, Indoor Air Quality Management - A published IAQ policy or protocol should include, at minimum: Regular auditing or monitoring. A mechanism for occupants to register complaints, and Action plans to implement any corrective measures required in response to audits, monitoring or complaints. Simply referencing IAQ or addressing two of the three standards is not sufficient.	Not Pursuing or Not Applicable						
	Uncertified Space, Energy & Water Management and Benchmarking - According to the credit orteria, "Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress." Responses referencing strategies for energy efficiency and water conservation rather than management and benchmarking are not sufficient.	Not Pursuing or Not Applicable						
	Data consistency: 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 consistenty with OP 3 or IC 2 gross square footage should be avoided or clarified.	Meets criteria	I think there is enough detail here, not sure if they would require any additional information on the buildings beyond the name, rating, and construction dates.					
OP 4: Building Design & Construction	Institutions must "report on the current certification status of buildings at the time of STARS submission. 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."	Meets criteria						
	If claiming any square footage under Certified Projects, response under "A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings" should include detail on the buildings, rating systems and dates of project completion.	Meets criteria		Reviewed other institutions reports for				
	Ist of certified buildings and ratings" should include detail on the buildings, rating systems and dates of project completion. Meets criteria Uncertified Projects: If reporting independent standards for Impacts on the surrounding site, Energy consumption, etc., the descriptive response or uploaded policy/guideline should clarify how each standard is met. Not Pursuing or Not Applicable Not Pursuing or Not Applicable Not Pursuing or Not Applicable Not Pursuing or Not Applicable Corrected Corrected Score outlier: Uncommon for institutions to earn full points or very close to (particularly numeric outliers). The numbers in the "degree-days" section are in alignment with Calgary's climate. Score outlier: Uncomponent or institutions to earn full points or very close to (particularly numeric outliers). The numbers in the "degree-days" section are in alignment with Calgary's climate. Score outlier: Uncomponent or institutions to earn full points or very close to (particularly numeric outliers). The numbers in the "degree-days" section are in alignment with Calgary's climate. Score outlier: Uncomponent or institutions to earned are in alignment with Calgary's section are in alignment with Calgary's climate. Score outlier: Uncomponent or institutions to earned are in alignment with Calgary's section are in alignment with Calgary's climate. Score outlier: Uncomponent or institutions are in alignment with Calgary's section are in alignment with Calgary's climate. Score outlier: Uncomponent or institutions are in alignment with Calgary's section are in alignment with Calgary's climate. Score outlier: Uncomponent institutions are in alignment with Calgary's climate.							
	it. If a high score is reported, check closely for the issues below (particularly numeric outliers).	Meets criteria	section are in alignment with Calgary's					
	(excluding transportation fuels)" is highly unlikely, since most institutions use natural gas, fuel oil, dissel, 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 noivery little fuels for heating.	Meets criteria						
	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. See Help Center FAQ on determining heating and cooling degree days (https://stars.ashe.org/resources-support/help- center/operations/building-energy-consumption/#how-do-we-determine- our-heating-and-cooling-degree-days).	Meets criteria						
OP 5: Building Energy Consumption	Data consistency: Total energy consumption figures between OP 5 and OP 6 should match. Notes field should explain any valid discrepancies.	induced control where the fiber integration of						
	Data consistency: Gross floor area and Energy-intensive building space figures between OP 5 and IC 2 should be equal. Figures in OP 5 can be slightly lower if outdoor energy from parking garages/stadiums, etc is metered separately and excluded under OP 5. Valid discrepancies should be clarified in the Notes field.	Meets criteria						
	Site-source ratio: U.S. and Canadian institutions must use the ratios reported in the Technical Manual (3.14 and 2.05 respectively). Institutions in other countries can report their own national/regional figures if they differ from what is recommended in the Technical Manual.							
	Start and End dates for Baseline Year and Performance Year must be valid. Baseline year may be any year from 2005 to the present. Older baselines (1990-2004) may be applied if they are adopted as part of the institution's sustainability plans or policies, or in the context of other reporting obligations. Institutions should avoid reporting a peak consumption year as their Baseline simply to increase scores.	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.	Not Pursuing or Not Ap	2					
	Data consistency: Response under "Total energy consumption (all sources, excluding transportation fuels), performance year "should be consistent with what is reported under OP 5 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Not Pursuing or Not Ap	<u>,</u>					
OP 6: Clean & Renewable Energy	In order to count, the institution must retain or own the rights the 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						

Credit	Common Issues	Status: 1st Review	Reviewer Comments & Suggestions: 1st Review	Institution Response: 1st Review		Reviewer Comments & Suggestions: 2nd Review	Institution Response: 2nd Review	Final Status
	Responses should align with the correct option: Option 1 - Renewable electricity generated on site (e.g., rooftop solar panels) Option 2 - Non-electric renewable energy generated on-site (biofuel for heat) Option 3 - Renewable electricity generated by off-site projects (investment in off-site solar) Option 4 - Third-party certified RECs, GOs and/or similar renewable energy products	Not Pursuing or Not Applicable						
	Numeric outlier - Reporting a sustainable foods and beverages purchasing percentage of 20% or more. If a higher percentage is reported, check closely for the issues below (particularly counting items that are not allowed per guidelines on the 2-page classification guide (http://www.aashe.org/wp-content/uploads/2017/07/STARS-2.1-Food- and-Beverage-Purchasing-Criteria.pdf)	Meets criteria	We are in alignment with both of the outliers here, but the numbers look correct based on the catering information provided and the Food & Beverage Inventory Template.					
	percentage of 8% or LESS. If a lower percentage is reported, this may indicate data entry errors or inconsistency in how amounts were calculated.	Meets criteria						
OP 7: Food & Bev Purchasing F C F C C C C C C C C C C C C C C C C	category in which the product qualifies (Third Party Verified or Local & Community Based), and Information justifying inclusion. A common mistake is omitting or not providing enough detail on information justifying inclusion.	Meets criteria						
	Foods must be local AND community based, OR third-party certified to count. See definitions on 2-page classification guide (http://www.aashe. org/wp-content/uploads/2017/07/STARS-2.1-Food-and-Beverage- Purchasing-Criteria.pdf). Choosing to report on an institution's own standards for "local" and counting these items for scoring is not allowed. Such independent standards may be listed under the optional "Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes" field near the bottom of the credit.	Meets criteria						
	Purchases of non-edible food accessory products should not be included in scoring calculations. If such items are included in the food inventory, clarification that they have not been counted should be provided.	Meets criteria						
ir c S p b a		Meets criteria	Not sure if Curry in a Hurry is an event that fits the criteria.	applicable. I adjusted this to the Bugs on the Menu moving showing in which Dana provided food options which included silk worm pizza and salsa				
	Low-Impact Dining Events - Response must reference actual events			which featured bugs as well.				
OP 8: Sustainable	Indicate dual entry errors or inconsistency in how amounts were calculated. Meets criteria Prenetry: Furnet - The configure a consistency in how amounts were dualing of the second of the second of the second of the furnet percent - for configure a consistency in the mease investing based on output from the percent - for configure a consistency in the mease investing based on output from the percent - for configure a consistency in the mease investing based on output from the percent - for configure a consistency in the mease investing based on output from the percent - for configure a consistency in the mease investing based on output from the percent - for configure a consistency in the second of the form the percent - for configure a consistency in the mease investing based on the mease investing							
Dining	sustainability-themed food outlet. Conventional food outlets that also offer	Meets criteria						
	Outreach and Education - Response should reference outreach and education efforts not already mentioned under this credit (e.g., talking about signage is not sufficient, since it's referenced above)							
	Other Initiatives - Intent of this section is to capture student efforts that are not already covered in the other sections of this credit or in other credits.	Meets criteria			Corrected			
	grounds operate under organic care standards. Review responses to this	Meets criteria	that we are not including the					
	Data consistency: Total campus area should be consistent across IC 2, 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	Suggestion for		Left springbank campus within the				
OP 9: Landscape Management	managed grounds" should avoid double-counting (e.g. same number entered for IPM, organic care). Land managed under an IPM program that is also organic should be reported at the higher tier (organic).	Meets criteria		data reported in all other sections includes the sq/ft of the hangar. Added the exclusion details to OP-9 "Building coverage (17 acres, plus Residence 24				
	Integrated Pest Management (IPM) Program - Response must reference the four components of an IPM plan.	Meets criteria		acres) and the Springbank campus, where the grounds are not regularly				
	Organic Program - Response must affirm that the space has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.	Meets criteria		managed, with the exception of contracted snow removal, are excluded	Corrected			
OP 10: Biodiversity	Affirmative responses must be supported by information provided in descriptive fields.	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						

Credit	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 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						
OP 11: Sustainable Procurement	Part 3: Descriptions must reference actual policies rather than practices, which are recognized elsewhere in STARS. The last field for "Other" must be a valid commodity-specific guideline not covered above.	Meets criteria						
	Note that policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as the policies apply to and are followed by the institution. Institutions belonging to a system are		-					
OP 12: Electronics	encouraged to review responses from other institutions within the system. Score outlier: Earning full points or close to it indicates that a very high rate of electronic purchases are EPEAT Gold. High scores and exemplary performance should be affirmed in descriptive text.	Meets criteria Requires revision	Because of our high score, it is imperative that we affirm the policy or reason why we rate so highly.					
Purchasing	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	reason why we rate so highly.	Attached copy of University Computing Standards which outlines the electronics available for order and their features (including EPEAT standard).	Corrected			
OP 13: Cleaning	Score outlier: Earning full points or close to it indicates that a very high rate of purchased green cleaning products (Green Seal or UL ECOLOGO certified, Safer Choice or international equivalents). High scores and exemplary performance should be affirmed in descriptive text.	Requires revision	As above, supporting information for the high score should be included here. I think it is referenced elsewhere in the report.					
Products Purchasing	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		Updated description to affirm performance.	Corrected			
OP 14: Office Paper	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.	Requires revision	As above, our high score needs supporting evidence or affirmation of policy I think.	Description and document affirm performance. There is no formal policy in place, but other PSI's reports that				
Purchasing	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		rate highly such as University of Winnipeg, don't reference a policy either.	Corrected			
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 under "Total number of vehicles". Number reported under must be inclusive of all fleet vehicles (not just those that are more sustainable). Data outliers or exemplary performance should be clarified in descriptive field.	Meets criteria						
OP 16: Student	Timeframe: There should be some indication that the modal split assessment was completed within the last three years.	Meets criteria						
Commute Modal Split	Survey must reach a representative sample (e.g., assessing students in a single class isn't sufficient)	Meets criteria						
	Score outlier: Earning full points or close to it is unlikely for employees. Exemplary performance should be clarified in descriptive field.	Meets criteria	Do we have any additional information on this that we can provide?	This report was provided as a hard copy, unfortunately it is unavailable in				
OP 17: Employee Commute Modal Split	Timeframe: There should be some indication that the modal split assessment was completed within the last three years.	Meets criteria		digital format. However, we are working to digitize this but it will likely not be completed by submission time.				
	Survey must reach representative sample (e.g., assessing employees in a single office/department isn't sufficient)	Meets criteria		completed by submission time.	Corrected			
	Response under "Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?" should indicate that these amenities are co-located within a single facility (if they are not, the response should be updated to No).	Meets criteria						
OP 18: Support for Sustainable Transportation	Response under "Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site" should provide indication that long-term bicycle storage is available for students who live on-site. Outdoor bike racks are not sufficient to count as long-term storage.	Meets criteria						
	Response under "A brief description of the bicycle and pedestrian plan or policy" must affirm that institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users.	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.	Meets criteria	_					
	Comparative outlier: Large differences in the table for "Figures needed to determine total waste generated (and diverted)" between Performance Year and Baseline Year should be checked for data outliers. Any outliers should be clarified in the Notes field.	Meets criteria						
	Numeric outlier: Zero (or very low amounts) reported for responses under the table for Total Waste Generated (particularly for recycling, compositing and disposal in landfill/incinerator). If figures are unknown, conservative estimates should be provided, or a different performance or baseline year selected for which weights can be accounted.	Meets criteria						
OP 19: Waste Minimization	Numeric outlier: Part 3, Waste Diversion - High amount (e.g., 90% or above) for "Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year" may indicate data entry error. Check closely for issues below. Exemplary performance should be clarified in descriptive field.	Meets criteria						

Credit	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
	Data consistency: Weighted campus user (WCU) figures should be consistenty across IC 3 and OP 19 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria	ISLICEVIEW	Institution Response: 1st Review	Review	2na Review		Final Status
	Start and End dates for Baseline Year and Performance Year must be valid. Baseline year may be any year from 2005 to the present. Older baselines (1990-2004) may be applied if they are adopted as part of the institution's sustainability plans or policies, or in the context of other reporting obligations. Institutions should avoid reporting a peak consumption year as their Baseline simply to increase scores.	Meets criteria						
OP 20: 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						
OP 21: Hazardous Waste Management	Part 1 - Descriptive responses should be relevant to each question. (1: steps taken to reduce hazardous waste, 2: how the institution safely disposes of hazardous waste, 3: description of any significant hazardous material release incidents, 4: description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals.	Meets criteria	The Terracycle infromation briefly touches on the relevance to students but we could do a better job of differentiating the different kinds of waste and how they are managed.					
	Part 2 - Affirmative responses must be supported by information provided in descriptive fields: 1: electronic waste generated by the institution; and/or 2: electronic waste generated by students. It is common to overlook referencing how e-waste generated by students is managed.	Requires revision		Updated.	Corrected			
	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.	Meets criteria	Our potable water use per unit of floor area could be considered a "numeric outlier".					
	Numeric and Comparative outliers: Large differences between Total and Potable water use should be clarified under the Notes field. Significant differences between Baseline and Performance Year should be clarified under the Notes field.	Meets criteria						
	Numeric outlier: Potable water use per weighted campus user below 1,000 or over 1,000,000 may indicate data entry or unit conversion error. Please review closely.	Meets criteria						
	Numeric outlier: Potable water use per unit of floor area below 1 gallon or over 100 gallons may indicate data entry or unit conversion error. Please review closely.	Requires revision						
OP 22: 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.	Not Pursuing or Not Applicable						
	Data consistency: Weighted campus user (WCU) figures should be consistent across IC 3, and OP 22 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria						
	Data consistency: Gross floor area should be consistent across IC 2 and OP 22 if the same or similar Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria						
	Start and End dates for Baseline Year and Performance Year must be valid. Baseline year may be any year from 2005 to the present. Older baselines (1990-2004) may be applied if they are adopted as part of the institution's sustainability plans or policies, or in the context of other reporting obligations. Institutions should avoid reporting a peak consumption year as their Baseline simply to increase scores.	Meets criteria		Reviewed data with Jim Dyck and confirmed actuals. Added note that all water on site is potable water delivered by City of Calgary water mains to explain the numeric outlier.	Corrected			
OP 23: Rainwater Management	If institution is pursuing for 1 or 2 points (having a green infrastructure (GI) and low impact development (LID) policy for the whole campus or is less comprehensive, there must be information about a policy that covers GI and LID.	Suggestion for improvement	Would the pond on campus be considered a stormwater retention plan and connected to green infrastructure. Not sure if it is only ornamental.	Shane Williams, Grounds Manager, confirmed the pond is purely ornamental. No change to credit.	Corrected			

Credit	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
PA 1: Sustainability	Affirmative responses must be supported by information provided in descriptive							
PA 2: Sustainability	fields. Institutions should reference measurable objectives in "current and formal plans to advance sustainability", such as strategic plans, campus master plans, sustainability plans, etc. Informal inlitatives, planned activities, or objectives from draft plans do not count.	Meets criteria Meets criteria	Do we need to reference the plans in the "additional documentation to support the submission" section? ie. The Indigenous Strategic Plan	I added the Indigenous Strategic Plan to the additional documentation. Both the Campus Master Plan and Strategic Plan were attached in their respective				
Planning	Responses under Measurable Sustainability Objectives should reference some form of measurable objective, and must cite the name of the plan where it is found. Simply referencing an external document or indicating that "measurable objectives under this area exist" is not sufficient.	Meets criteria	reference in the Measurable Sustainability Objectives (among others).	sections.	Corrected			
	Part 1: Responses for "Do the institution's students/stafffaculty members have an elected representative on the institution's highest governing body?" should reference membership on the highest governing body (usually a Board of Regents or Board of Trustees). Simply having reps on the Board is not sufficient. There must also be support indicating that representatives are elected by their peers to the highest governing body.	Meets criteria	Do we need to list specific NGOs or BOG affiliates in this section?					
PA 3: Governance	Part 2: Response under "The policies and procedures" must affirm "written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community".	Not Pursuing or Not Applicable						
	Part 2: Yes/No responses for Local government and/or educational organizations, Private sector organizations, and Civil society should be affirmed under the field. 'A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance"	Meets criteria						
	Governance standards adopted at the system level may count as long as they apply to and are followed by the institution. Institutions belonging to a system are encouraged to review responses from other institutions within the system.	Unsure		Updated to include list of members / affliates.	Corrected			
	Part 1: Response must reference a diversity and equity committee, office, and/or officer.	Meets criteria						
Coordination	Part 2: Affirmative responses must be supported by information provided. If "All" is selected, response must show indication that the training is required or that tracking indicates that all individuals of a particular group have completed an optional training.	Meets criteria						
PA 5: Assessing Diversity & Equity	Affirmative responses must be supported by information provided in descriptive fields.	Meets criteria						
	Responses must be relevant for the topic (1: Non-discrimination statement; 2: Bias response; 3) Recruiting from underrepresented groups; 4) Mentoring, counseling and support; 5) Support for Future Faculty.	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						
PA 6: Support for Underrepresented Groups	Recruiting & Mentoring, counseling and support: Affirmative responses must be supported by information provided in descriptive fields. If students, faculty and staff are all checked, the response under the descriptive field must reference clarify recruitment/support for all three. Recruitment should cover prospective students/faculty/staff while Mentoring/support should cover existing students/faculty/staff.	Meets criteria						
	Support for Future Faculty - 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 doctrail degrees or otherwise obtain careers in academia. Responses on employee recruitment or other types of support for underrepresented students that is not specific to earning a terminal degree should be omitted from this section, but could probably fit under one of the preceding sections.	Not Pursuing or Not Applicable						
PA 7: Affordability & Access	Numeric outliers: Part 2 - 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						
	Affirmative responses must be supported by information provided in descriptive fields.	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.	Not Pursuing or Not Applicable						
PA 8: Committee on Investor Responsibility	Efforts to improve investor responsibility should be reported under PA 9: Sustainable Investment, and are not sufficient here in the absence of a formal committee on investor responsibility.	Not Pursuing or Not Applicable						
	Descriptive response should affirm Yes responses for committee representation of staff, faculty and student representation. Any areas not clarified should be updated to No.	Not Pursuing or Not Applicable						
	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.	Not Pursuing or Not Applicable						
	Score outlier: Earning full points (or close to) may be the result of data entry errors or credit misinterpretation. If a high score is reported, please review closely for the issues listed below.	Not Pursuing or Not Applicable						
PA 9: Sustainable Investment	Numeric outlier: Part 1 - High amounts reported for value of sustainable holdings should be clarified in the descriptive field for "A brief description of the companies, funds, and/or institutions referenced above".	Not Pursuing or Not Applicable						
	Data consistency: Total value of the investment pool should be equal to or higher than what is reported under IC 2 for Endowment Size (endowment is a part of total investment pool).	Not Pursuing or Not Applicable						

Credit	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
Credit	Part 1 - Response under "A brief description" must reference each category of sustainable investment. Check for errors in how investments are classified.			institution response. Ist review	Review		institution Response. 2nd Review	T inai Status
	Part 2 - Affirmative responses must be supported by information provided in descriptive fields.	Not Pursuing or Not Applicable	-					
	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.	Not Pursuing or Not Applicable						
PA 10: Investment Disclosure	The investment disclosure must provide the amount invested in each fund and/or company, and it must be updated annually. It is not sufficient to provide a financial summary that provides aggregated investment information. It is not sufficient to do a one-lime disclosure that is not annually updated.	Not Pursuing or Not Applicable						
PA 11: 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: http: //livingwage.mit.edu/; Canadian institutions: http://www.livingwagecanada.ca/; 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						
PA 12: Assessing Employee Satisfaction	Affirmative responses must be supported by information provided in descriptive fields, and should explain how a representative sample was reached. Watch for outliers (high percentages) without sufficient detail.	Meets criteria						
PA 13: Wellness Program	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, faculty, staff).	Meets criteria						
PA 14: Workplace Health & Safety	Numeric outliers: Response of .1 or higher under "Number of injuries and cases per FTE employee" or 10 or higher under "Number of workplace injuries and occupational disease cases per 100 FTE employees" may indicate a data entry error.	Meets criteria	Links work.					
	Full-time equivalent of employees should be consistent between PA 14 and IC 3 if the same Performance Year is used. Valid discrepancies should be clarified in the Notes field.	Meets criteria						
	Start and End dates for Baseline Year and Performance Year must be valid (i. e., Baseline start date must be before Baseline end date, etc.). Baseline year may be any year from 2005 to the present. Older baselines (1990-2004) may be applied if they are adopted as part of the institution's sustainability plans or policies, or in the context of other reporting obligations. Institutions should avoid reporting a peak emissions year as their Baseline simply to increase scores.							

Credit	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
Cieun	Innovation credits are open-ended and reserved for new, extraordinary,	Status: 1st Review	IST VENIGA	institution Response: 1st Review	Review	2110 REVIEW	monution Response: 2nd Review	r mai Status
	unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.	Meets criteria						
	The topic outlined in the innovation credit must focus on sustainability, and/or addresses sustainability challenges. The innovation topic should address all dimensions of sustainability (social, environmental, economic).	Meets criteria						
	The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.	Meets criteria						
	The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.	Meets criteria						
	While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership or an individual's efforts, the summary provided must clearly describe the institution's role in the	Meets criteria	_					
	innovation. Ensure that innovative initiatives are not already covered in an existing STARS credit. Community Partnerships are commonly referenced for IN,	Meets criteria						
Innovation A - D	so they must demonstrate that the initiative goes above and beyond the Community Partnerships credit. Intent of this exemplary practice is to recognize institutions that go above	Meets criteria						
IN 1: Sustainability Course Designation	Initiation of the ACT or therapy produce is so recognize institutions using gd adove and beyond the ACT or therapy formalizing sustainability course listings for current and prospective students in the course catalog or similar. Responses must provide documentation that the standard course catalog includes sustainability designations across academic disciplines (e.g., a sustainability "filter" in an online catalog or a sustainability "tag" in the printed catalog), a public sustainability catalog of courses is accessible to students. Providing a website that lists sustainability courses or listing courses available to earn a sustainability mor or similar is not sufficient	Not Pursuing or Not Applicable						
IN 2: NSSE Sustainability Education Consortium	Participation in the NSSE Sustainability Education Consortium must be documented. See recent lists at http://nsse.indiana. edu/html/consortia_list.cfm?consFlag=yes&consortiayear=2017#SEC	Not Pursuing or Not Applicable						
IN 3: Academy & Industry Connections	To count, the policies or guidelines must address ALL of the following: 1) Require that all significant consulting contracts (e.g. those worth 55,000 or more a year) be reported to a standing committee charged with reviewing and managing individual and institutional conflicts of interest; 2) Prohibit faculty, students, postdoctoral fellows, medical residents, and other academic professionals from engaging in industry-led "ghost writing" or "ghost authorship"; 3) Prohibit participation in sponsored research that restricts investigator access to the complete study data or that limits investigators ability to verify the accuracy and validity of final reported results; and 4) Ban confidential corporate research (i.e. research that cannot be published). Note: Check for keywords in documentation like "ghost", "conflict", "conflictentia", etc.	Meets criteria						
	An active green athletics program must be in place. Simply referencing green athletics efforts is not sufficient in the absence of a formal program.	Not Pursuing or Not Applicable						
IN 4: Green Athletics	Descriptive response should support each affirmative response indicated at the top of the credit (at least four).	Not Pursuing or Not Applicable						
IIV 4. Green Auneaus	A green event certification program that has certified one or more events in the previous year must be in place. Simply referencing initiatives to make events greener is not sufficient in the absence of a certification program.	Meets criteria						
IN 5: Green Event Certification	Descriptive response should support each affirmative response indicated at the top of the credit (at least four).	Meets criteria						
IN 6: Hospital Network	Consistency with IC 1. Institutions may pursue this exemplary practice if they have "an affiliated healthcare facility within its STARS institutional boundary." This credit cannot be pursued if the facility is not included in the institutional boundary.	Not Pursuing or Not Applicable						
IN 7: Fair Trade Campus	Documentation on formal Fair Trade designation should be provided.	Not Pursuing or Not Applicable						
IN 8: Certified Green Cleaning	Formal certification of the cleaning program must have taken place. Adhering to green cleaning standards or purchase or use of certified green cleaning products is not sufficient. The institution OR its primary cleaning services contractor must be certified.	Not Pursuing or Not Applicable						
	Participation in a green laboratory benchmarking or certification program must have occurred. Simply referencing green laboratory initiatives is not sufficient in the absence of a certification or benchmarking program.	Not Pursuing or Not Applicable						
IN 9 Green Laboratories	Intent of this credit is to recognize institutions that participate in a green laboratory benchmarking or certification program that covers at least three of the listed areas. Standard hazardous waste programs are covered under OP 21. Hazardous Waste Management. To pursue this exemplary practice, institutions must support affirmative responses in at least three areas within the list.	Not Pursuing or Not Applicable						
IN 10: Sustainable Dining Certification	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						
IN 11: Grounds Certification	Institutions must provide support for each certification with an affirmative response, either through URL or description. Check third-party certification sites to confirm (e.g., Tree Campus USA: https://www. arborday.org/programs/treecampususa/campuses.cfm).	Not Pursuing or Not Applicable						
IN 12: Pest Management Certification	Formal certification must have taken place from one of the approved programs on the list.	Meets criteria						

			Reviewer Comments & Suggestions:			Reviewer Comments & Suggestions:		
Credit	Common Issues	Status: 1st Review	1st Review	Institution Response: 1st Review	Review	2nd Review	Institution Response: 2nd Review	Final Status
N 13: Spend Analysis	There must be indication that the institution has conducted a comprehensive spend analysis to assess the sustainability impacts of its purchasing across all significant commodity categories and has identified and prioritized opportunities for improvement.	Not Pursuing or Not Applicable						
IN 14: Bike Friendly University	Institutions must provide support for each certification with an affirmative response, either through URL or description.	Not Pursuing or Not Applicable						
IN 15: Stormwater Modeling	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, as this is covered under the Stormwater Management credit.	Not Pursuing or Not Applicable						
IN 16: Campus Water Balance	Intent of this exemplary practice is to recognize institutions that 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						
IN 17: 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 mimicking the biological, chemical and physical processes occurring in natural wetlands. This credit is about treating wastewater, not stormwater filtration and treatment (stormwater initiatives are captured under OP 23).	Not Pursuing or Not Applicable						
IN 18: Independent Review	To count, the institution must have had a finalized version of its current STARS submission reviewed by an independent party, and must have addressed any inconsistencies identified by the reviewer(s) prior to submission. Uploaded inventory and reviewer affirmation should support that all inconsistencies were addressed prior to report submission.	Not Pursuing or Not Applicable						
IN 19: Community Stakeholder Engagement	To count as an exemplary practice, a policy or framework must be in place that conforms to the AA1000 Stakeholder Engagement Standard. At minimum, a formal, public commitment to the AccountAbility principles as defined in the AA1000 Stakeholder Engagement Standard (SES) must be evident.							
IN 20: Pay Scale Equity	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.	Meets criteria						
	The credit should only reference pay for adjunct (i.e. part-time) faculty. Pay for full-time faculty should not be included or referenced.	Meets criteria						
IN 21: Adjunct Faculty Compensation	There must be documentation supporting the institution's adjunct faculty pay rate. Affirmation from the HR office is recommended if published documentation is not available.	Meets criteria						
IN 22: Campus Pride Index	Institutions must provide support that they received a Campus Pride Index rating at or above 4 STARS. It is always best to include a link to the recognition page on the Campus Pride Index (go to https://www. campusprideindex.org/search/index and search by state).	Not Pursuing or Not Applicable						
IN 23: Serving Underrepresented Groups	Institutions must be on one or more official lists for minority-serving institutions, historically disadvantaged institutions, indigenous institutions, or the equivalent. If claiming the institution is a MSI, check this site to confirm: http://energy.gov/diversity/working-us/minority-serving-institutions	Not Pursuing or Not Applicable						