University of the Pacific

Sustainability Tracking, Assessment & Rating System (STARS)
Version 0.5

Inventory Conducted January – August 2009
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STARS Overview

Goals of STARS
AASHE’s Sustainability Tracking, Assessment & Rating System (STARS) is a voluntary, self-reporting framework for recognizing and gauging relative progress toward sustainability by colleges and universities. It is designed to:

- Provide a guide for advancing sustainability in all sectors of higher education, from education and research to operations and administration.
- Enable meaningful comparisons over time and across institutions by establishing a common standard of measurement for sustainability in higher education.
- Create incentives for continual improvement toward sustainability.
- Facilitate collaboration and information sharing about higher education sustainability practices and performance.
- Recognize sustainability achievements for all institutions, including leaders and beginners.
- Build a stronger, more diverse campus sustainability community.

In addition, schools may be able to receive marketing benefits from using STARS, and prospective students will be able to use STARS ratings in deciding which school to attend. AASHE hopes that all of this will help accelerate and enhance higher education’s move toward sustainability.

Why STARS is Needed
There is currently no standard, comprehensive way to compare the sustainability performance of higher education institutions and to benchmark a single institution’s performance over time. This makes it difficult for schools to reap the marketing, recruitment, and fundraising benefits of sustainability leadership.

While there are several other campus sustainability rankings and rating systems that serve valuable purposes, they don’t fully meet the goals of STARS outlined above and differ from STARS in the following ways:

- STARS has a fully transparent process for its ratings – it’s clear to users and observers what an institution needs to do to achieve a high rating.
- All colleges and universities have an opportunity to participate in STARS.
- STARS is being developed with widespread participation and input from higher education and sustainability communities.
- Most of the information that institutions submit to earn a STARS rating will be shared publicly, thereby enabling opportunities for learning and collaboration.
- Consistent with the original and long-standing meaning of sustainability, STARS includes credits related to an institution’s social, economic, and environmental performance. Other systems tend to focus exclusively or primarily on environmental performance.
- STARS is a rating system not a ranking. In other words, institutions are not competing against each other to earn a high score. Each school is evaluated based on its own performance and not relative to other schools.

In addition, AASHE expects that STARS will help create a central source for standardized information about campus sustainability performance and will facilitate information-sharing among institutions. Since institutions will be reporting about their sustainability programs and accomplishments, the STARS reporting system will be able to generate helpful resources for schools looking to benchmark against peer institutions and learn from experiences of other schools.
# Basic Information - Stockton Campus

**Response**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>University of the Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>Main</td>
</tr>
<tr>
<td>Address</td>
<td>3601 Pacific Ave.; Stockton CA 95211</td>
</tr>
<tr>
<td>Carnegie Classif</td>
<td>Doctorate-granting univer</td>
</tr>
<tr>
<td>Control (public, private not-for-profit, or private for-profit)</td>
<td>Private non-for-profit</td>
</tr>
<tr>
<td>Community Type (urban, suburban, or rural)</td>
<td>Urban</td>
</tr>
<tr>
<td>Athletic Conference, if applicable</td>
<td>NCAA, Big West</td>
</tr>
</tbody>
</table>

**Sustainability Website**

Carol Brodie; 209 946 7367; cbrodie@pacific.edu

**Contact Information for the Primary Contact Person (name, phone, e-mail)**

Stockton campus, bounded roughly by Calaveras River to the north, Pacific Ave. to the East, Pershing Ave. to the West, and Alpine Ave. to the South. No buildings excluded.

**Description of property boundaries covered by the STARS submission. If any institution owned, leased or operated buildings are omitted, briefly explain why**

<table>
<thead>
<tr>
<th>Common Timeframes for Reported Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
</tr>
<tr>
<td>End Date</td>
</tr>
<tr>
<td>12-month Academic Year</td>
</tr>
<tr>
<td>12-month Fiscal Year</td>
</tr>
</tbody>
</table>

**Population Information**

<table>
<thead>
<tr>
<th>Institution Population</th>
<th>This Reporting Period</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>4,646</td>
<td>4,704</td>
<td>4,615</td>
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<tr>
<td>Residential Students</td>
<td>2,189</td>
<td>2,212</td>
<td>2,214</td>
</tr>
<tr>
<td>Full-time Non-resident Students</td>
<td>2,076</td>
<td>2,135</td>
<td>2,030</td>
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<tr>
<td>Part-time Non-resident Students</td>
<td>381</td>
<td>357</td>
<td>371</td>
</tr>
<tr>
<td>Non-credit Students</td>
<td>1,002</td>
<td>626</td>
<td>402</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>433</td>
<td>426</td>
<td>392</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>319</td>
<td>298</td>
<td>260</td>
</tr>
<tr>
<td>Full-time Staff</td>
<td>1,033</td>
<td>1,011</td>
<td>966</td>
</tr>
<tr>
<td>Part-time Staff</td>
<td>345</td>
<td>261</td>
<td>270</td>
</tr>
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</table>

**Total Capita**

<table>
<thead>
<tr>
<th></th>
<th>7,778</th>
<th>7,326</th>
<th>6,905</th>
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</thead>
</table>
## Facilities Infrastructure

<table>
<thead>
<tr>
<th>Response</th>
<th>Year Institution was Founded</th>
<th>Percentage of Buildings that Have Received Historical Designation</th>
<th>Percentage of Buildings Constructed before 1900</th>
<th>Percentage of Buildings Constructed between 1901 and 1950</th>
<th>Percentage of Buildings Constructed between 1951 and 2000</th>
<th>Percentage of Buildings Constructed after 2000</th>
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<tbody>
<tr>
<td>1851</td>
<td></td>
<td>0</td>
<td>data not provided</td>
<td>data not provided</td>
<td>data not provided</td>
<td>5</td>
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</tbody>
</table>

Please describe any circumstances related to the age of campus buildings that may influence STARS performance, if applicable: 

n/a

## Campus Space

<table>
<thead>
<tr>
<th></th>
<th>This Reporting Period</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Area on Stockton campus (acres)</td>
<td>175</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td>Area of Campus Lawns, Outdoor Athletic Fields, and Gardens (acres)</td>
<td>data not provided</td>
<td>data not provided</td>
<td>data not provided</td>
</tr>
<tr>
<td>Area of Undeveloped Land and/or Natural Areas (acres)</td>
<td>data not provided</td>
<td>data not provided</td>
<td>data not provided</td>
</tr>
<tr>
<td>Area of Campus that is Paved or Built (acres)</td>
<td>data not provided</td>
<td>data not provided</td>
<td>data not provided</td>
</tr>
<tr>
<td>Total Campus Conditioned Building Area (gross square feet)</td>
<td>1,936,344</td>
<td>data not provided</td>
<td>data not provided</td>
</tr>
<tr>
<td>Teaching and Research Lab Space (gross square feet)</td>
<td>Research: 65,877 sq ft</td>
<td>Research: 65,877 sq ft</td>
<td>Research: 65,877 sq ft</td>
</tr>
<tr>
<td>Medical/Clinical Space (gross square feet)</td>
<td>12,793</td>
<td>12,793</td>
<td>12,793</td>
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</table>

## Financial Information

<table>
<thead>
<tr>
<th></th>
<th>US Dollars</th>
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<tbody>
<tr>
<td>Operating Budget</td>
<td>$270,111,000</td>
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<tr>
<td>Endowment</td>
<td>$135,130,000</td>
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<tr>
<td>Total Research Expenditures</td>
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<tr>
<td>Administration-allocated Funding for Sustainability Officer, Office, or Committee, if applicable</td>
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<tr>
<td>Discretionary Funding for Sustainability Officer, Office, or Committee, if applicable</td>
<td>$1,000</td>
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<tr>
<td>Student Fees Allocated to Sustainability Officer, Office, or Committee, if applicable</td>
<td>$0</td>
</tr>
<tr>
<td>Sustainability Revolving Loan Fund Value, if applicable</td>
<td>$0</td>
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</tbody>
</table>

Stockton: $7,447,565; Dentistry: $3,282,871; McGeorge: $25,370,841
<table>
<thead>
<tr>
<th>Basic Information</th>
<th>McGeorge Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Name</td>
<td>University of the Pacific</td>
</tr>
<tr>
<td>Campus</td>
<td>McGeorge School of Law</td>
</tr>
<tr>
<td>Address</td>
<td>3200 Fifth Avenue</td>
</tr>
<tr>
<td></td>
<td>Sacramento, CA 95817</td>
</tr>
<tr>
<td>Carnegie Classification</td>
<td>Doctorate-granting University</td>
</tr>
<tr>
<td>Control (public, private not-for-profit, or private for-profit)</td>
<td>Private Not-For-Profit</td>
</tr>
<tr>
<td>Community Type (urban, suburban, or rural)</td>
<td>Urban</td>
</tr>
<tr>
<td>Athletic Conference, if applicable</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Affiliations</td>
<td>N/A</td>
</tr>
<tr>
<td>Sustainability Website</td>
<td>Through its Center on Global Business &amp; Development, the Institute for Sustainable Development has developed this webpage: <a href="http://www.mcgeorge.edu/x1130.xml">http://www.mcgeorge.edu/x1130.xml</a> which provides information on conferences, courses, facility and grant participation relative to</td>
</tr>
<tr>
<td></td>
<td>13-Acre Law School, located in the northwest corner of Oak Park in Sacramento, CA - owned exclusively by the University. See Attachments - Basic Info 2 &amp; 3 - for area maps.</td>
</tr>
<tr>
<td>Contact Information for the Primary Contact Person (name, phone, e-mail)</td>
<td>Mary Lou Lackey</td>
</tr>
<tr>
<td></td>
<td>(916) 739-7123</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mllackey@pacific.edu">mllackey@pacific.edu</a></td>
</tr>
<tr>
<td>Description of property boundaries covered by the STARS submission. If any institution owned, leased or operated buildings are omitted, briefly explain why</td>
<td>This Reporting Period</td>
</tr>
<tr>
<td>Description of property boundaries covered by the STARS submission. If any institution owned, leased or operated buildings are omitted, briefly explain why</td>
<td>1,072</td>
</tr>
<tr>
<td>12-month Academic Year (2007-08)</td>
<td>3200 Fifth Avenue</td>
</tr>
<tr>
<td></td>
<td>Sacramento, CA 95817</td>
</tr>
<tr>
<td>12-month Fiscal Year (2008-09)</td>
<td>July 1</td>
</tr>
<tr>
<td></td>
<td>June 30</td>
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<tr>
<td></td>
<td>July 1</td>
</tr>
<tr>
<td></td>
<td>June 30</td>
</tr>
<tr>
<td>Population Information</td>
<td>This Reporting Period</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1,072</td>
</tr>
<tr>
<td>Residential Students</td>
<td>170</td>
</tr>
<tr>
<td>Full-time Non-resident Students</td>
<td>667</td>
</tr>
<tr>
<td>Part-time Non-resident Students</td>
<td>405</td>
</tr>
</tbody>
</table>
## Basic Information

<table>
<thead>
<tr>
<th>Non-credit Students</th>
<th>McGeorge Response</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Full-time Faculty   | 56               | 50 | 46 |
| Part-time Faculty   | 64               | 59 | 58 |
| Full-time Staff     | 231              | 196| 171|
| Part-time Staff     | 10               | 10 | 10 |

## Facilities Infrastructure

| Year Institution was Founded | 1924 |
| Percentage of Buildings that Have Received Historical Designation | 0 | Five buildings have been designated as eligible for City Historical Designation, but have not been confirmed. |
| Percentage of Buildings Constructed before 1900 | 0 | 0 |
| Percentage of Buildings Constructed between 1901 and 1950 | 0.55 | 16/29 |
| Percentage of Buildings Constructed between 1951 and 2000 | 0.42 | 12/29 |
| Percentage of Buildings Constructed after 2000 | 0.03 | 1 - Temporary (Portables) |
| Please describe any circumstances related to the age of campus buildings that may influence STARS performance, if applicable | None |

## Campus Space

<table>
<thead>
<tr>
<th>Total Area Included in STARS Boundary (acres)</th>
<th>This Reporting Period</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.5</td>
<td>13.5</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>Area of Campus Lawns, Outdoor Athletic Fields, and Gardens (acres)</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Area of Undeveloped Land and/or Natural Areas (acres)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Area of Campus that is Paved or Built (acres)</td>
<td>9.8</td>
<td>9.8</td>
<td>9.8</td>
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<tr>
<td>Total Campus Conditioned Building Area (gross square feet)</td>
<td>243,333</td>
<td>243,333</td>
<td>243,333</td>
</tr>
<tr>
<td>Teaching and Research Lab Space (gross square feet)</td>
<td>41,824</td>
<td>41,824</td>
<td>41,824</td>
</tr>
<tr>
<td>Medical/Clinical Space (gross square feet)</td>
<td>3,065</td>
<td>3,065</td>
<td>4,400</td>
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## Financial Information

<table>
<thead>
<tr>
<th>Financial Information</th>
<th>US Dollars</th>
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<td>Operating Budget</td>
<td>$34,500,000</td>
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<tr>
<td>Endowment</td>
<td>$23,500,000</td>
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<tr>
<td>Total Research Expenditures</td>
<td>$377,500</td>
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<tr>
<td>Basic Information</td>
<td>McGeorge Response</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Administration-allocated Funding for Sustainability Officer, Office, or Committee, if applicable</td>
<td></td>
</tr>
<tr>
<td>Discretionary Funding for Sustainability Officer, Office, or Committee, if applicable</td>
<td></td>
</tr>
<tr>
<td>Student Fees Allocated to Sustainability Officer, Office, or Committee, if applicable</td>
<td></td>
</tr>
<tr>
<td>Sustainability Revolving Loan Fund Value, if applicable</td>
<td></td>
</tr>
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</table>
### Basic Information

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of the Pacific</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Dentistry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2155 Webster St. San Francisco, CA 94115</td>
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</tr>
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<table>
<thead>
<tr>
<th>Carnegie Classification</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate-granting university</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Control (public, private not-for-profit, or private for-profit)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private non-for-profit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Type (urban, suburban, or rural)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td></td>
</tr>
</tbody>
</table>

### Common Timeframes for Reported Data

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-month Academic Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-month Fiscal Year</td>
<td>July 1</td>
<td>June 30</td>
</tr>
</tbody>
</table>

### Population Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Institution Population</th>
<th>This Reporting Period</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td></td>
<td>512</td>
<td>516</td>
<td>510</td>
</tr>
<tr>
<td>Residential Students</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-resident Students</td>
<td></td>
<td>512</td>
<td>516</td>
<td>510</td>
</tr>
<tr>
<td>Part-time Non-resident Students</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-credit Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td></td>
<td>84</td>
<td>84</td>
<td>74</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td></td>
<td>185</td>
<td>178</td>
<td>157</td>
</tr>
<tr>
<td>Full-time Staff</td>
<td></td>
<td>205</td>
<td>207</td>
<td></td>
</tr>
<tr>
<td>Part-time Staff</td>
<td></td>
<td>39</td>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>

### Facilities Infrastructure

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Institution was Founded</td>
<td>1896</td>
</tr>
<tr>
<td>Percentage of Buildings that Have Received Historical Designation</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Buildings Constructed before 1900</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of Buildings Constructed between 1901 and 1950</td>
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<td>Percentage of Buildings Constructed between 1951 and 2000</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of Buildings Constructed after 2000</td>
<td>0</td>
</tr>
</tbody>
</table>

Please describe any circumstances related to the age of campus buildings that may influence STARS performance, if applicable

1967 occupied facility, utility systems only marginally upgraded since

### Campus Space

<table>
<thead>
<tr>
<th>Description</th>
<th>This Reporting Period</th>
<th>One Year Prior</th>
<th>Two Years Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Area Included in STARS Boundary (acres)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Area of Campus Lawns, Outdoor Athletic Fields, and Gardens (acres)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Area of Undeveloped Land and/or Natural Areas (acres)</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Area of Campus that is Paved or Built (acres)</td>
<td>all</td>
<td>all</td>
<td>all</td>
</tr>
<tr>
<td>Total Campus Conditioned Building Area (gross square feet)</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
</tr>
<tr>
<td>Teaching and Research Lab Space (gross square feet)</td>
<td>36,000</td>
<td>36,000</td>
<td>36,000</td>
</tr>
<tr>
<td>Medical/Clinical Space (gross square feet)</td>
<td>42,000</td>
<td>42,000</td>
<td>42,000</td>
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### Financial Information

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<thead>
<tr>
<th>Description</th>
<th>US Dollars</th>
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<td>Endowment</td>
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<tr>
<td>Total Research Expenditures</td>
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<tr>
<td>Administration-allocated Funding for Sustainability Officer, Office, or Committee, if applicable</td>
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<tr>
<td>Discretionary Funding for Sustainability Officer, Office, or Committee, if applicable</td>
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</tr>
<tr>
<td>Student Fees Allocated to Sustainability Officer, Office, or Committee, if applicable</td>
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<tr>
<td>Sustainability Revolving Loan Fund Value, if applicable</td>
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</tr>
<tr>
<td>Category</td>
<td>Points Possible</td>
</tr>
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<td>-----------------</td>
</tr>
<tr>
<td><strong>Education &amp; Research</strong></td>
<td>66.0</td>
</tr>
<tr>
<td><strong>Operations</strong></td>
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<tr>
<td><strong>Administration &amp; Finance</strong></td>
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</tr>
<tr>
<td><strong>CUMULATIVE</strong></td>
<td>173</td>
</tr>
</tbody>
</table>
## CATEGORY: Education & Research

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Co-Curricular Education, Student Sustainability Outreach Program</td>
<td>1</td>
<td>.25</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
Several activities within REELL and Students for Environmental Action (student organization). Process is not formalized or institution-wide.
*See Appendix 1*

**Sacramento Campus:**
The McGeorge Environmental Law Society (ELS) falls within the scope of ER Credit 1 as a Tier Two Credit. Tier Two Credits are worth less than one point and, in general, recognize strategies institutions can adopt to move toward sustainability.
*See Appendix 2*

**San Francisco Campus:**
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Co-Curricular Education, Sustainability-Related Competition</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
One competition was held between 2 Greek houses in 08/09 to reduce electricity usage. It was funded by a Faculty Research Committee Scholarly/Artistic Activity Grant. However, process is not formalized or institution-wide. Discussions currently underway to compete in RecycleMania 2010.

**Sacramento Campus:**
McGeorge has not had any sustainability-related competitions.

**San Francisco Campus:**
Dentistry has not had any sustainability-related competitions.

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Co-Curricular Education, Sustainability in New Student Orientation</td>
<td>1</td>
<td>.75</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
Through Student Life and MOVE ([http://www.pacificmove.org/](http://www.pacificmove.org/)), Sustainability was more noticeable in 09/10 orientations. Reusable water bottles will be distributed. One of the stated learning outcomes of MOVE is: “Developing an initial plan of action for personal contributions to sustainability in the Pacific/Stockton community.”

**Sacramento Campus:**
The new student orientation does not include activities or materials related to sustainability.

Suggestions for Possible Improvement:
- Develop a program of peer-to-peer outreach and education for students, and conduct at least one event per semester.
- Develop a university-sponsored competition program. These activities could be held on all 3 campuses, and perhaps between campuses (e.g., highest % reduction in consumption of electricity)
- Continue to increase the prominence of sustainability in orientations. If appropriate, perhaps the Sustainability Committee can be represented at orientation, Profile Day, etc.
San Francisco Campus:
The new student orientation does not include activities or materials related to sustainability.

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Curriculum, Sustainability Course Identification</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Stockton Campus:
Courses identified at [http://web.pacific.edu/x27636.xml](http://web.pacific.edu/x27636.xml)

Sacramento Campus:
The school’s Academic Catalogue contains official identification of sustainability-related field placements. Sustainability-related field placements are grouped under the environmental law field placement section. Students and the rest of the campus community may find the Academic Catalogue on the McGeorge website, [http://mcgeorge.edu/](http://mcgeorge.edu/). See Appendix 3.

San Francisco Campus:
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Curriculum, Sustainability-Focused Academic Courses</td>
<td>6</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Stockton Campus:
One course is sustainability-focused: CIVL 173, Sustainable Engineering.

Sacramento Campus:
The total number of sustainability-focused courses (6) is 3.3% of the total number of courses offered at McGeorge. See Appendix 4.

San Francisco Campus:
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Curriculum, Sustainability-Related Academic Courses</td>
<td>6</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Stockton Campus:
Of over 1,500 courses, approximately 25 courses (1.6%) are sustainability-related. One point for this campus.

Sacramento Campus:
The total number of sustainability-related courses (23) is 12.6% of the total number of courses offered at McGeorge. See Appendix 5.

San Francisco Campus:
Not applicable

Credit Title and Item:

Total Possible Points: | Pacific’s Points:
------------------------|-------------------|
### 7. Curriculum, Sustainability Courses by Academic Unit

| Stockton Campus: | Of 55 departments, 10 (18%) offer courses that are either sustainability-focused or –related. |
| Sacramento Campus: | n/a. The law school is not divided into academic departments. |
| San Francisco Campus: | Not applicable |

Suggestions for Possible Improvement:
Explore how departments and schools can add additional courses that are –focused or –related.

Related credit: 17

### 8. Curriculum, Academic Sustainability Courses by Student Credit Hours

| Stockton Campus: | Students enrolled for a total of 484 credit hours in sustainability courses during the 07/08 academic year. See Appendix 6. |
| Sacramento Campus: | Students enrolled for a total of 2,490 credit hours in sustainability courses. See Appendix 7 |
| San Francisco Campus: | Not applicable |

Suggestions for Possible Improvement:
Possibly encourage enrollment in sustainability courses.

### 9. Curriculum, Sustainability-Focused Undergraduate Academic Program

| Stockton Campus: | One credit given for engineering’s sustainability minor. See Appendix 8 |
| Sacramento Campus: | Not applicable |
| San Francisco Campus: | Not applicable |

Suggestions for Possible Improvement:
Explore other academic programs.

### 10. Curriculum, Sustainability Graduation Requirement

| Stockton Campus: | There are no institutional or unit requirements for undergraduates. |
| Sacramento Campus: | All students are required to take Property and Constitutional Law, both sustainability-related courses, to graduate. Therefore, 100% of the institution’s departments have a sustainability requirement. However, the credit states that this is related to |

Suggestions for Possible Improvement:
Explore having institution-wide or unit-based requirement(s) for each undergraduate to take at least one sustainability-focused or –related course.
undergraduate students; therefore, points cannot be allocated. 
See Appendix 9

San Francisco Campus:  
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item: 11. Curriculum, Sustainability-Focused Graduate Academic Program</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
</table>
| Stockton Campus:  
There are no sustainability-focused majors, minors, concentrations or certificates for graduate students. | |
| Sacramento Campus:  
Pacific McGeorge offers two advanced degrees in International Water Resources Law: an LL.M. and J.S.D.  
More information on these degrees can be found at [http://mcgeorge.edu/x677.xml](http://mcgeorge.edu/x677.xml). | |
| San Francisco Campus:  
Not applicable. | |

<table>
<thead>
<tr>
<th>Credit Title and Item: 12. Curriculum, Sustainability Study Abroad Program</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
</table>
| Stockton Campus:  
We do not offer a sustainability-related or –focused study abroad program. | 1 | .2 |
| Sacramento Campus:  
McGeorge School of Law offers a study abroad program at the University of Salzburg. This program includes the sustainability-related course Fundamental Human Rights in Europe and the United States. This program also offers the sustainability-focused course International Environmental Law, although the course is not offered every year. Beginning the 2008-09 year, McGeorge offered a study abroad program in Guatemala. The program consists of several externships with NGOs, most of which focus on environmental justice and human rights. | |
| San Francisco Campus:  
Not applicable. | |

<table>
<thead>
<tr>
<th>Credit Title and Item: 13. Curriculum, Non-Credit Sustainability Courses</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
</table>
| Stockton Campus:  
There are currently no non-credit courses offered that either focus on or are related to sustainability, although the possibility is being explored through CPCE. | 3 | 0 |
| Sacramento Campus: | |

Suggestions for Possible Improvement:
- Explore, with SIS, the possibility of offering such a program.
- Explore offering a program for graduate students on the Stockton campus.
- Continue to explore this possibility through CPCE, and other units as suitable.
<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Curriculum, Sustainability-Focused Non-Academic Certificate Program</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: The program does not currently exist; however, it is in the exploratory stages through CPCE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: Not applicable. McGeorge does not have any non-academic certificate programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Curriculum, Curricular Engagement</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: We do not have this Carnegie classification. See Appendix 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Curriculum, Sustainability Literacy Assessment</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: We do not currently conduct an assessment of our students’ sustainability literacy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: McGeorge does not assess the sustainability literacy of its students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Faculty &amp; Staff Development and Training, Incentives for Developing Sustainability Courses</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: We do not currently offer this incentive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: No incentives for faculty to develop sustainability courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: Not applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for Possible Improvement:
  - Stockton Campus: Continue the exploration of the need for this type of program, and implement if appropriate.

Suggestions for Possible Improvement:
- **15. Curriculum, Curricular Engagement**
  - Explore the steps to achieving this classification.

Suggestions for Possible Improvement:
- **16. Curriculum, Sustainability Literacy Assessment**
  - Consider implementing an assessment of incoming students and/or existing students (possibly before they graduate, or in conjunction with a graduation requirement).

Suggestions for Possible Improvement:
- **17. Faculty & Staff Development and Training, Incentives for Developing Sustainability Courses**
  - Explore the options in offering incentives. We could provide workshops, release time, funding or other incentives to help faculty expand the breadth and depth of our sustainability curriculum.
<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Stockton Campus:</th>
<th>Sacramento Campus:</th>
<th>San Francisco Campus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18. Sustainability in New Employee Orientation</strong></td>
<td>Sustainability is not included in new employee orientation.</td>
<td>Sustainability is not included in new employee orientation.</td>
<td>Sustainability is not included in new employee orientation.</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Suggestions for Possible Improvement:</strong></td>
<td>Work with Human Resources to explore having Sustainability included in orientation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Stockton Campus:</th>
<th>Sacramento Campus:</th>
<th>San Francisco Campus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19. Employee Sustainability Outreach Program (Peer-to-Peer)</strong></td>
<td>We do not have an institutional program of peer-to-peer sustainability outreach that holds an event or campaign at least once per semester or term. However, Dean Tom Krise held an event on John Muir's birthday in 2009 that centered on our connection to John Muir, and how that relates to sustainability. <em>See Appendix 13</em></td>
<td>While not a formal “peer-to-peer” outreach program, i.e., one in which faculty and staff members “educate and mobilize their peers around sustainability initiatives and programs,” Pacific McGeorge’s Institute for Sustainable Development hosts international conferences and produces publications on sustainability-related issues. <em>See Appendix 14</em></td>
<td>Not applicable</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td>1</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td><strong>Suggestions for Possible Improvement:</strong></td>
<td>Explore how we can build upon Dean Krise’s initial event, and make this an institutional effort.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Stockton Campus:</th>
<th>Sacramento Campus:</th>
<th>San Francisco Campus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20. Research: Research Inventory</strong></td>
<td>The Office of Sponsored Programs maintains a list of all externally-funded and internally-funded sustainability research that is administered by that Office (all campuses). Internally-funded projects that are not administered by that Office, however, are not currently inventoried.</td>
<td>Pacific McGeorge has identified its sustainability research initiatives via the Institute for Sustainable Development, an organization under the Pacific McGeorge Center for Global Business and Development. The Institute for Sustainable Development has for its mission research, education and participation in efforts to build a strong legal environmental framework world-wide. Current Institute faculty members are</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td>1</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td><strong>Suggestions for Possible Improvement:</strong></td>
<td>Develop a system of tracking all sustainability research on campus, whether it is externally- or internally-funded, or not funded at all.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
particularly interested in water resources and public policy collaboration. Institute activities include conference hosting, an advanced law degree in international water law, and publications. A list of past and current projects can be found at [http://www.mcgeorge.edu/x237.xml](http://www.mcgeorge.edu/x237.xml). The Institute does not, however, formally list all individual professors’ research projects. See Appendix 15

San Francisco Campus:
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Research: Research Incentives.</td>
<td>1</td>
<td>.25</td>
</tr>
</tbody>
</table>

Stockton Campus:
There are currently no incentive programs for faculty to conduct sustainability research. A mechanism through the Pacific Fund was explored; however, it was felt that it was not appropriate for the Fund to favor one type of research over another.

Sacramento Campus:
McGeorge also offers a Top Student in Water Law award for the “top” student in Water Law and the “top” student in the International Water Law Seminar. This award counts as an incentive to encourage faculty to conduct sustainability-related or focused research in that most professors do not have a “Top Student” award to assign, other than the Witkin award. However, McGeorge does not offer any other research incentives, such as fellowships or faculty development workshops. See Appendix 16

San Francisco Campus:
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Faculty Involved in Sustainability Research</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Stockton Campus:
Of roughly 300 faculty on the Stockton campus, 16 (5.3%) are involved in sustainability research. See Appendix 17

Sacramento Campus:
During the 2007-08 academic year, there were 41 tenured or tenure-track professors, all of whom conduct research. Of those, 6 were engaged in sustainability-related or focused research, constituting 14.6%. See Appendix 18

San Francisco Campus:
Not applicable
### 23. Departments Involved in Sustainability Research

<table>
<thead>
<tr>
<th>Stockton Campus:</th>
<th>Eight of 55 departments are involved in sustainability research, or 14.5%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Campus:</td>
<td>Not applicable, as the law school consists of one academic ‘department’.</td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**Suggestions for Possible Improvement:**
- Encourage continued involvement in sustainability research, perhaps with more interdisciplinary projects.

### Credit Title and Item:

#### 24. Internal Research Expenditures (2 part question)

<table>
<thead>
<tr>
<th>Stockton Campus:</th>
<th>There has been an upward trend in sustainability research funding from internal sources over the past 3 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In 07/08 $23,565 of the $81,000 internal research dollars under purview of OSP were spent on sustainability. This is 29%.</td>
</tr>
<tr>
<td></td>
<td>Expenditures for other funds are not known.</td>
</tr>
<tr>
<td></td>
<td>However, we do not <em>dedicate</em> a specified percentage of our internal research funds to sustainability research.</td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td>It was not possible to determine whether there has been a three-year upward trend in sustainability research funding from internal sources due to a lack of sufficient and/or accessible information.</td>
</tr>
<tr>
<td></td>
<td>We estimated the number of faculty engaged in sustainability-related research (6 professors, based on ER Credit 22) and multiplied that number by $12,000 (the research stipend), which gave us $78,000 out of a total $350,000 yearly budget toward research stipends.</td>
</tr>
<tr>
<td></td>
<td>However, we do not <em>dedicate</em> a specified percentage of our internal research funds to sustainability research.</td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**See Appendix 19**

**Total Possible Points:** 1,4 (Total 5)  
**Pacific’s Points:** 1,0 (Total 1)

**Suggestions for Possible Improvement:**
- This score suggests that there is interest in funding sustainability research internally.
- Develop a mechanism of tracking internal sustainability research dollars across the university.
- Related credit: 20

### Credit Title and Item:

#### 25. External Research Expenditures (2 part question)

| Stockton Campus: | There has been an upward trend in sustainability research funding from external sources over the past 3 years. |

**Total Possible Points:** 1,3 (Total 4)  
**Pacific’s Points:** 1,3 (Total 4)

**Suggestions for Possible Improvement:**
- This indicator’s score suggests that there has been strong support for Pacific’s
In 07/08, $2,061,000 was received for sustainability research from external sources. This is out of nearly $14.5M received overall. This is 14.2%. See Appendix 21

Sacramento Campus:
There has not been a three-year upward trend in sustainability research funding from external sources.

The percentage of external grant money devoted to sustainability research is 6.4%. See Appendix 22

San Francisco Campus:
Not applicable

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Interdisciplinary Research</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Stockton Campus:
This point focuses on whether or not the institution treats interdisciplinary research the same as discipline-specific research during faculty P&T decisions.

There is no specific language in any of the P&T guidelines regarding interdisciplinary research. While it is not discouraged, there is no language encouraging it, either. Several of the guidelines do have language encouraging “collaboration,” “breadth of activities...” and supporting “other disciplines.”

Dr. Gilbertson has asked the Deans to develop a potential list of collaborative programs around sustainability; therefore, we are moving in the right direction.

Sacramento Campus:
McGeorge School of Law treats interdisciplinary research the same as research conducted in a single discipline during faculty promotion and tenure decision.

However, I did not see evidence in McGeorge’s P&T guidelines to assign any credit. See Appendix 23

San Francisco Campus:
Not applicable

Suggestions for Possible Improvement:
Commitment 3 in Pacific Rising states that collaboration and multidisciplinary approaches are important to Pacific. We should continue to explore ways in which to encourage interdisciplinary projects.

If it is felt to be appropriate, encouraging such projects should be clearly reflected in the P&T guidelines.
### CATEGORY: Operations

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycling Program</td>
<td></td>
<td>PREREQUISITE</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
This credit states that “Institution provides a means for recycling bottles, cans, paper and cardboard. There are designated and clearly labeled recycling receptacles for all occupied buildings or building clusters.”

Pacific does not have an official Recycling Program. It is, though, estimated that 50% of the campus trash is recycled at the transfer station. In addition, there are 125 recycle totes at strategic locations, plus cardboard dumpsters behind the kitchens and at Physical Plant. Data is not available on the amount of recycling collected from those totes.

**Sacramento Campus:**
Campus has an established recycling Program with pick up locations in each building cluster. Data is not available on the amount of recycling collected from those totes.

**San Francisco Campus:**
Campus has an established recycling Program with pick up locations in strategic areas. Data is not available on the amount of recycling collected from those totes.

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Buildings – New Construction, Renovations and Commercial Interiors</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
This credit states that ALL new buildings, major renovations and interior improvements meet LEED certification at any level. While the DeRosa Center is certified LEED Silver, it is only one of four new buildings under construction during the 07/08 and 08/09 years. Biology is not LEED certified, and the final LEED level of Sialite and the Gym are at this point unknown.

**Sacramento Campus:**
No new buildings have been constructed on the Sacramento Campus since 1988. Major remodels to date have not included LEED requirements in the construction/bid packages.

**San Francisco Campus:**
No new buildings have been constructed.

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Buildings – Building Operations and Maintenance</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
Suggestions for Possible Improvement:
Explore implementing a policy that states that all new buildings, major renovations and interior improvements must be LEED certified at the Silver Level, at minimum.
Currently, there is no portion of our buildings that are LEED-EB certified.

**Sacramento Campus:**
Due to the age of the campus buildings- none are LEED Certified

**San Francisco Campbell:**
Building is not LEED-certified.

Per Scott Heaton, LEED-EB is relatively unproblematic to achieve. Implement a policy stating that we will strive to move a percentage (TBD) of existing building to LEED-EB level within a specified period of time.

### Credit Title and Item:

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Possible Points:</strong> 3</td>
</tr>
<tr>
<td><strong>Pacific’s Points:</strong> 1</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
The water-saving dual flush toilets in the DeRosa Center significantly reduce the consumption of potable water.

**Sacramento Campus:**
Through conservation measures (timers, use of drought resistant plants) over last three years, we feel that a 10% reduction is probable. Actual calculations have not been done including pulling 3-4 years of water usage bills.

**San Francisco Campus:**
Water usage at the school averages 500 units per month, a unit being 748 gallons. Water saving devices such as auto flush toilets and urinals, motion sensing faucets, low flow aerators continue to be installed at the school. These devices are offset somewhat by our new central sterilization rooms and the washers used there to ensure patient safety. We are continuing to upgrade equipment as quickly as we can to reduce usage.

**Suggestions for Possible Improvement:**
Implement a policy by which all new installations of toilets will be of water-saving design, and set a goal date by which all existing toilets will be replaced with water-saving models. Additionally, implement a monitoring of water bills so that reductions can be calculated.

### Credit Title and Item:

<table>
<thead>
<tr>
<th><strong>4. Buildings – Green Cleaning Service</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Possible Points:</strong> 1</td>
</tr>
<tr>
<td><strong>Pacific’s Points:</strong> 0.25</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
Some efforts have been made regarding green cleaning on campus. Some green cleaning products are used, and a green floor scrubber is used in the DeRosa Center. However, have not applied for certification by the Green Seal Environmental Standard for Cleaning Services, found at [http://www.greenseal.org/certification/environmental.cfm](http://www.greenseal.org/certification/environmental.cfm)

**Sacramento Campus:**
In house cleaning services are not Green Seal Certified

**San Francisco Campus:**
In house cleaning services are not Green Seal Certified

**Suggestions for Possible Improvement:**
Develop a plan for meeting the standards.

### Credit Title and Item:

<table>
<thead>
<tr>
<th><strong>5. Dining Services - Local Food</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Possible Points:</strong> 3</td>
</tr>
<tr>
<td><strong>Pacific’s Points:</strong> 1</td>
</tr>
</tbody>
</table>

**Stockton Campus:**
Pacific is participating in Bon Apetit’s Farm to Fork program, which is an initiative to buy locally. Bon Apetit’s first choice is to purchase seasonal and regional produce from local farmers

**Suggestions for Possible Improvement:**
If appropriate, continue this program and/or purchase more food from local sources.
within a 150 mile radius. It is estimated that at least 20% of the food expenditures are for local food; however, I was unable to verify that it was 50% or more (highest rate)

<table>
<thead>
<tr>
<th>Sacramento Campus:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to the location of our campus, much of our food purchases are produced within 150 miles.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>San Francisco Campus:</th>
<th>unknown</th>
</tr>
</thead>
</table>

**Credit Title and Item:**

### 6. Dining Services - Food Alliance & Organic Certified Food

<table>
<thead>
<tr>
<th>Stockton Campus:</th>
<th>Roughly 5-15% of food expenditures are for organic certified products.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Campus:</td>
<td>Food expenditures for organic certified products have not been quantified. It was not believed to be significant.</td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>Food expenditures for organic certified products have not been quantified. It is not believed to be significant.</td>
</tr>
</tbody>
</table>

**Total Possible Points:** 3  
**Pacific’s Points:** 1  

**Suggestions for Possible Improvement:** Develop a system of monitoring the percentage of food that is organic certified.

### 7. Dining Services - Fair Trade Coffee

<table>
<thead>
<tr>
<th>Stockton Campus:</th>
<th>Bon Appetit works with Pura Vida, Choice Tea, Dagoba, Starbucks, and Seattle’s Best, all of which provide fair trade options and Pura Vida is 100% fair trade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Campus:</td>
<td>Campus coffee is Starbucks which is Fair Traded</td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>Campus coffee is Starbucks which is Fair Traded</td>
</tr>
</tbody>
</table>

**Total Possible Points:** 1  
**Pacific’s Points:** 1  

**Suggestions for Possible Improvement:** Continue the good work in this area.

### 8. Energy and Climate: Reduction in Energy Intensity

<table>
<thead>
<tr>
<th>Stockton Campus:</th>
<th>Energy Consumption, divided by amount of conditioned floor space, has been reduced by up to 2%. Actions taken to achieve this have been more energy efficient lighting and signage, more efficient appliances (e.g., AC), sky lighting in the DeRosa Center and lights with motion detectors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento Campus:</td>
<td>Through energy management programs, campus would most likely reflect up to 2% intensity savings. Three years bills were not pulled at this time to validate this fact.</td>
</tr>
</tbody>
</table>

**Total Possible Points:** 3  
**Pacific’s Points:** 1  

**Suggestions for Possible Improvement:** Continue and expand our efforts. LEED certification requirements would also aid in further reductions in energy consumption. Develop a system of monitoring energy consumption.
San Francisco Campus:
Through energy management programs, campus would most likely reflect up to 2% intensity savings. Three years bills were not pulled at this time to validate this fact.

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific's Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Renewable Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific does not use institution-catalyzed renewable sources or purchase RECs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Institutional catalyzed sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Institutional catalyzed sources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Possible Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine whether a renewable energy source is possible for any of our campuses.</td>
</tr>
<tr>
<td>At first glance, concentrated solar power seems the most feasible; however, this will require a great deal of research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific's Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. On-Site Combustion with Renewable Fuel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific does not utilize fuel from renewable sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Stockton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Possible Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore whether it is feasible for Pacific to use renewable sources on any of its campuses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific's Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHG emissions are not tracked.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Stockton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Possible Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A GHG inventory should be conducted, and then emissions should be tracked on an annual basis. A plan should be set for becoming carbon-neutral.</td>
</tr>
<tr>
<td>Update: a student is conducting a GHG inventory Summer 09/10 for the Stockton campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Grounds: Organic Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The campus is not maintained in accordance with organic standards, which requires using only fertilizers and pesticides listed by the Organic Materials Review Institute <a href="http://www.omri.org/">http://www.omri.org/</a>. However, steps are being taken to reduce the number of chemicals used on the grounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The campus grounds are not organic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable to this campus.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Possible Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to pursue a program of reduced chemical applications. Explore the possibility of having organic campuses.</td>
</tr>
<tr>
<td>Credit Title and Item:</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>13. Grounds: Non-potable water usage for irrigation</td>
</tr>
<tr>
<td>Stockton Campus: 58% of our irrigation water comes from the non-potable Calaveras River. This amount is slated to be increased within the next year.</td>
</tr>
<tr>
<td>Sacramento Campus: Campus has no non-potable water</td>
</tr>
<tr>
<td>San Francisco Campus: Campus has no non-potable water</td>
</tr>
<tr>
<td>14. Waste Minimization</td>
</tr>
<tr>
<td>Stockton Campus: This item states that we should demonstrate a 3-year downward trend in waste generated per capita. Although we do not have data on the amount of materials collected from recycling totes, we do have the data on trash collection, which does indicate a downward trend. In 05/06 each person generated 436.82 pounds of trash; in 06/07 was reduced to 369.38 pounds, and in 07/08 it decreased slightly to 361.6 pounds of waste per capita.</td>
</tr>
<tr>
<td>Sacramento Campus: Campus does not have a three year trend in waste reduction</td>
</tr>
<tr>
<td>San Francisco Campus: Our trash collection is based on the count of 2 yard containers we use for waste. Currently we recycle 22% of our waste. This will change shortly due to new policies and procedures our department will be introducing in the next month. We will be starting, for the first time an active composting effort at the school. We will be removing one 2 yard container now used for waste and convert it to recycling. Trash cans under desks will be replaced with recycling containers with a small waste receptacle attached. We are working with our café to completely eliminate plastics from their waste stream and replace them with compostable utensils, plates, etc.</td>
</tr>
<tr>
<td>15. Materials, Recycling and Waste Minimization: Waste Diversion</td>
</tr>
<tr>
<td>Stockton Campus: We achieve a diversion rate of over 50%.</td>
</tr>
<tr>
<td>Sacramento Campus: Current practice does not suggest a 15% waste diversion amount</td>
</tr>
<tr>
<td>San Francisco Campus: See item 14.</td>
</tr>
<tr>
<td>Credit Title and Item:</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Stockton Campus: To obtain this point we need to divert at least 75%. We divert an average of 50%. For demolitions we are required to recycle 50%. In the case of the demo of the old OIT/computer center, we will exceed that but we will not know the final percentage until it is over as they will weigh each of the loads that go out. For a new building, the diversion rate depends on the LEED points needed or wanted.</td>
</tr>
<tr>
<td>Sacramento Campus: This has not been a part of the construction contract to date</td>
</tr>
<tr>
<td>San Francisco Campus: Very little demolition work conducted. This has not been a part of the construction contract to date.</td>
</tr>
<tr>
<td>Stockton Campus: Campus has a comprehensive e-waste recycling and re-use program. <em>See Appendix 24</em></td>
</tr>
<tr>
<td>Sacramento Campus: The scope of the e-waste program within the Sacramento campus is currently limited to institutionally owned electronics. These materials are always recycled or donated for reuse.</td>
</tr>
<tr>
<td>San Francisco Campus: Campus has a comprehensive e-waste recycling and re-use program.</td>
</tr>
<tr>
<td>Stockton Campus: Campus tracks and safely disposes of all hazardous, universal and non-regulated chemical waste. <em>See Appendix 25</em></td>
</tr>
<tr>
<td>Sacramento Campus: Campus tracks and safely disposes of all hazardous waste</td>
</tr>
<tr>
<td>San Francisco Campus: Campus tracks and safely disposes of all hazardous waste</td>
</tr>
<tr>
<td><strong>19. Purchasing: Energy Star Purchasing</strong></td>
</tr>
<tr>
<td>Stockton Campus:</td>
</tr>
<tr>
<td>Sacramento Campus:</td>
</tr>
<tr>
<td>San Francisco Campus:</td>
</tr>
</tbody>
</table>
Stockton Campus:
Most of our appliance purchases have been of Energy Star or equivalent; however, we do not yet have a centralized effort, tracking mechanism or policy on this issue. A policy has been drafted.

Sacramento Campus:
While no written policy exists, campus purchases Energy Star appliances.

San Francisco Campus:
While no written policy exists, campus purchases Energy Star appliances.

**Credit Title and Item:**  
**20. Purchasing: EPEAT Purchasing**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Suggestions for Possible Improvement:**
- Review EPEAT system, and implement if appropriate.

**Credit Title and Item:**  
**21. Purchasing: Green Cleaning Products**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Suggestions for Possible Improvement:**
- Develop a policy that states that we will use green cleaning products.

**Credit Title and Item:**  
**22. Purchasing: Environmentally Preferable Paper Purchasing (Copy and Bathroom Products)**

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Suggestions for Possible Improvement:**
- Work with purchasing to develop a policy that states that we will purchase Environmentally Preferable Copy Paper.
<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Purchasing: Environmentally Preferable Furniture Purchasing</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: Dan Shipp, AVP Student Life, took the lead on the DeRosa Center to purchase Environmentally Preferable Furniture. However, there is no centralized effort or policy on this issue. We do not meet the 50% expenditures requirement for this point.</td>
<td>Suggestions for Possible Improvement: Housing is developing a policy to purchase only such furniture. This could be expanded to include all divisions of all three campuses.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: Less than 50% current purchases would qualify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: Less than 50% current purchases would qualify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Vendor Code of Conduct</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: We do not implement a vendor code of conduct; however, Ronda Marr, Purchasing, is developing a survey that would be sent to prospective vendors.</td>
<td>Suggestions for Possible Improvement: Explore, with purchasing, developing a vendor code of conduct.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Transportation: Fleet Greenhouse Gas Emissions</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Stockton Campus: We have not conducted a GHG inventory related to our fleet so that I could obtain an exact number of points for this credit; however, we have a significant number of electric vehicles used by our staff and administrators.</td>
<td>Suggestions for Possible Improvement: Conduct a GHG inventory, to include information on our motorized fleet. Develop policy if appropriate.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: No current policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: No current policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Transportation: Commute Modal Split</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: This has not been tracked, and there have been no institution-wide efforts to encourage alternative transportation methods. OIT has a Telecommute policy, which can be found at <a href="http://web.pacific.edu/Documents/oit/ITPolicies.pdf">http://web.pacific.edu/Documents/oit/ITPolicies.pdf</a></td>
<td>Suggestions for Possible Improvement: Explore how we can encourage alternative transportation methods, and increase the percentage of our population that uses alternative methods. Continue the good work on encouraging bicycle use.</td>
<td></td>
</tr>
</tbody>
</table>
Student Life and Physical Plant have developed a bicycle rental program, and the number of bicycle racks is being expanded to meet demand.

Sacramento Campus:
About 15% of Sacramento campus employees participate in a formal commute program with us. Number is likely higher; however, we do not have a way to capture it if the employee does not take advantage of the program.
See Appendix 26

San Francisco Campus:
No active carpooling/commute split programs in place.

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Transportation: Commuter Options</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: Pacific has not been recognized as a ‘Best Workplace for Commuters’</td>
<td>Suggestions for Possible Improvement: Investigate what this recognition requires, and pursue if appropriate.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Transportation: Air Travel</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: We have not calculated GHG from institution-funded air travel.</td>
<td>Suggestions for Possible Improvement: Conduct GHG inventory, and work with Purchasing to develop a system of tracking institution-funded air travel.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CATEGORY: Administration & Finance

<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Committee</td>
<td></td>
<td>PREREQUISITE</td>
</tr>
<tr>
<td>Stockton Campus: Pacific qualities for this item.</td>
<td>See Appendix 27</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: See Stockton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Credit Title and Item: 1. Investment: Investment Transparency

<table>
<thead>
<tr>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Stockton Campus: Pacific’s investment pool and proxy voting records are not publicly available on the internet.
Sacramento Campus: See Stockton
San Francisco Campus: See Stockton

### Credit Title and Item: 2. Investment: Committee on Investor Responsibility

<table>
<thead>
<tr>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Stockton Campus: Pacific has not formally established an active body that makes recommendations regarding responsible investment opportunities.
Sacramento Campus: See Stockton
San Francisco Campus: See Stockton

### Credit Title and Item: 3. Investment: Screening for Negative Investments

<table>
<thead>
<tr>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Stockton Campus: Pacific has not conducted a negative screening of its entire investment pool within the last three years.
Sacramento Campus: See Stockton
San Francisco Campus: See Stockton
<table>
<thead>
<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Investment: Positive Sustainability Investments</strong></td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td>We do not direct our investments into any category.</td>
<td>Suggestions for Possible Improvement: Cabinet and Regents would determine the feasibility of implementing this option.</td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td><strong>5. Investment: Shareholder Engagement</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td>We have not filed any shareholder resolutions that address sustainability.</td>
<td>Suggestions for Possible Improvement: Cabinet and Regents would determine the feasibility of implementing this option.</td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td><strong>6. Planning: Strategic Plan</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td>Pacific Rising includes a commitment to sustainability. A general policy statement is being drafted for consideration by the Cabinet and Regents.</td>
<td>Suggestions for Possible Improvement: Cabinet and Regents would determine the feasibility of implementing this option.</td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td><strong>7. Planning: Master Plan</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td>The campus master plan does not include sustainability.</td>
<td>Suggestions for Possible Improvement: Cabinet and Regents would determine the feasibility of implementing this option.</td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus:</td>
<td>See Stockton</td>
<td></td>
</tr>
<tr>
<td><strong>8. Planning: Sustainability Plan</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td>Suggestions for Possible Improvement: Cabinet and Regents would determine the feasibility of implementing this option.</td>
<td></td>
</tr>
<tr>
<td>Credit Title and Item:</td>
<td>Total Possible Points:</td>
<td>Pacific’s Points:</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9. Planning: Climate Plan</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: Pacific does not yet have a formal plan to mitigate its greenhouse gas emissions.</td>
<td>Suggestions for Possible Improvement:</td>
<td>The President, Cabinet and Regents would determine the feasibility of implementing this option.</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<tr>
<td>Credit Title and Item:</td>
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<td>Pacific’s Points:</td>
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<tr>
<td>10. Sustainability Infrastructure: Sustainability Officer</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Stockton Campus: Pacific has a staff member with 25% time commitment to sustainability. There is a letter from President DeRosa stating the duties of this position.</td>
<td>Suggestions for Possible Improvement:</td>
<td>As indicated in the STARS documentation, making this task a full-time position indicates a stronger commitment to sustainability. We are on the right path by having this position report directly to the President.</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<td>Credit Title and Item:</td>
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<td>Pacific’s Points:</td>
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</tr>
<tr>
<td>11. Sustainability Infrastructure: Sustainability Recognition Program</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: We do not have an awards program that recognizes sustainability achievements.</td>
<td>Suggestions for Possible Improvement:</td>
<td>Consider implementing such a program.</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<td>Credit Title and Item:</td>
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<td>Pacific’s Points:</td>
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<tr>
<td>12. Sustainability Infrastructure: Inter-Campus Collaboration on Sustainability</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: Pacific has not yet partnered with other colleges and universities on this issue.</td>
<td>Suggestions for Possible Improvement:</td>
<td>Explore the possibilities of partnering with other colleges and universities.</td>
</tr>
<tr>
<td>Credit Title and Item:</td>
<td>Total Possible Points:</td>
<td>Pacific’s Points:</td>
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</tr>
<tr>
<td>13. Community Relations and Partnerships: Community Service Infrastructure</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Stockton Campus: Ms. Erin Rausch has served as the Community Service Coordinator since 2004. See Appendix 28</td>
<td>Suggestions for Possible Improvement: Consider expanding community service program to all three campuses.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: McGeorge currently does not have a community service coordinator, office or other mechanism in place to facilitate and promote community service participation.</td>
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</tr>
<tr>
<td>San Francisco Campus: Dentistry does not have a community service coordinator, office or other mechanism in place to facilitate and promote community service participation.</td>
<td></td>
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</tr>
<tr>
<td>14. Community Relations and Partnerships: Student Participation in Community Service</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Stockton Campus: Per Erin Rausch, between 25-50% of the Stockton student body participates in community service.</td>
<td>Suggestions for Possible Improvement: Explore ways to expand the number of students participating in community service.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: 53 students participated in the ProBono program, there were 45 mentors in the Pipeline program, and 114 were enrolled in community service-based courses. With over 1000 students, these 213 represent approximately 21% See Appendix 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: Students have opportunities for service through various dental clinics and projects. Percentage not requested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Community Relations and Partnerships: Student Hours Contributed in Community Service</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Stockton Campus: We do not require a certain level of community service, and the exact number of hours is not calculated.</td>
<td>Suggestions for Possible Improvement: Consider ways in which we could calculate the number of hours.</td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus: Exact number of hours has not been estimated.</td>
<td></td>
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<tr>
<td>San Francisco Campus: Campus does not require a certain level of community service, and the</td>
<td></td>
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<tr>
<td>Credit Title and Item:</td>
<td>Total Possible Points:</td>
<td>Pacific's Points:</td>
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<tr>
<td><strong>16. Community Relations and Partnerships: Financial Incentives for Public Service Careers</strong></td>
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<tr>
<td>Stockton Campus: There are currently no financial incentives for graduates of the MBA program to enter public service careers.</td>
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</tr>
<tr>
<td>Sacramento Campus: McGeorge has a Loan Repayment Assistance Program (LRAP), which encourages graduates to seek employment and service in public interest. LRAP acts as a form of post-graduate aid, providing grants from the law school to help graduates reduce their monthly financial aid obligation, thus enabling them to work in public interest jobs. The program began in 1995 and there are currently 9 alumni participating in the program.</td>
<td></td>
<td>Suggestions for Possible Improvement: Full credit given because credit is for MBA and/or JD. However, Stockton campus and the Eberhardt School of Business may wish to look at providing such an incentive to their graduates.</td>
</tr>
<tr>
<td>San Francisco Campus: No incentives at this time.</td>
<td></td>
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<tr>
<td><strong>17. Community Relations and Partnerships: Outreach Partnerships Carnegie Designation</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: Pacific does not have this designation.</td>
<td></td>
<td>Suggestions for Possible Improvement: Determine whether we qualify for this designation.</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<tr>
<td><strong>18. Community Relations and Partnerships: Public Policy Engagement</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stockton Campus: Pacific has not advocated public policies that support campus sustainability.</td>
<td></td>
<td>Suggestions for Possible Improvement: Determine whether this is appropriate for Pacific.</td>
</tr>
<tr>
<td>Sacramento Campus: McGeorge does not currently advocate for federal, state, or local public policies that support campus sustainability.</td>
<td></td>
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</tr>
<tr>
<td>San Francisco Campus: Dentistry does not advocate public policies that support campus sustainability.</td>
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<tr>
<td><strong>19. Diversity, Access, and Affordability: Diversity Committee</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Stockton Campus: Campus has an active Diversity Committee with faculty, staff, alumni</td>
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and student membership. The Committee’s website is [http://web.pacific.edu/x22478.xml](http://web.pacific.edu/x22478.xml)

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<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>20. Diversity, Access, and Affordability:</strong> Diversity Officer</td>
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<tr>
<td>Stockton Campus: Arturo Ocampo is the Assistant Provost for Diversity – his responsibilities are institution-wide.</td>
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<tr>
<td>Sacramento Campus: In April 2009, Mathiew Le was named the Director for Diversity. Mr. Le will have the responsibility for directing or coordinating diversity initiatives at McGeorge. The Director for Diversity will report to the Dean of the law school.</td>
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<tr>
<td>San Francisco Campus: Campus does not have separate diversity officer. Utilizes expertise of Arturo Ocampo.</td>
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<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>21. Diversity, Access, and Affordability:</strong> Non-Discrimination Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus: Pacific has a comprehensive non-discrimination statement, which can be found at <a href="http://web.pacific.edu/x9594.xml">http://web.pacific.edu/x9594.xml</a>. Or, See Appendix 30</td>
<td></td>
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<tr>
<td>Sacramento Campus: See Stockton</td>
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<td>San Francisco Campus: See Stockton</td>
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<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>22. Diversity, Access, and Affordability:</strong> Diversity Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus: We do not have a formal Diversity Plan. There is a formal statement on diversity, various organizations dedicated to diversity. Currently being developed is the University Diversity Scorecard, the staff diversity hiring guidelines and the Diversity Curriculum Requirement.</td>
<td></td>
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<tr>
<td>Sacramento Campus: See Appendix 31</td>
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<tr>
<td>San Francisco Campus:</td>
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Improvement:
Continue the good work in this area.

Suggestions for Possible Improvement:
Keep up the good work!
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<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific's Points:</th>
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<tbody>
<tr>
<td><strong>23. Diversity, Access, and Affordability: Recruiting for Student Diversity</strong></td>
<td></td>
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</tr>
<tr>
<td>Stockton Campus: Pacific has the programs and policies in place to recruit a diverse student body. Programs for students are listed at <a href="http://web.pacific.edu/x22583.xml">http://web.pacific.edu/x22583.xml</a> and <a href="http://web.pacific.edu/x458.xml">http://web.pacific.edu/x458.xml</a></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento Campus: See Appendix 31, p. 3-6</td>
<td></td>
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<tr>
<td>San Francisco Campus: Applicable policies can be found at: <a href="http://dental.pacific.edu/School_Catalog/Policies_in_Compliance_with_the_Law.html">http://dental.pacific.edu/School_Catalog/Policies_in_Compliance_with_the_Law.html</a></td>
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<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific's Points:</th>
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<tbody>
<tr>
<td><strong>24. Diversity, Access, and Affordability: Support Programs for Under-represented Groups</strong></td>
<td></td>
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<tr>
<td>Stockton Campus: Pacific has programs in place to mentor and counsel students from under-represented groups. See <a href="http://web.pacific.edu/x458.xml">http://web.pacific.edu/x458.xml</a> and <a href="http://web.pacific.edu/x22583.xml">http://web.pacific.edu/x22583.xml</a></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento Campus: See Appendix 32</td>
<td></td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
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<tbody>
<tr>
<td><strong>25. Diversity, Access, and Affordability: Support Programs for Under-represented Ph.D. Candidates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus: Pacific does not have such a program specifically for PhD candidates.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sacramento Campus: Not applicable</td>
<td></td>
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<tr>
<td>San Francisco Campus: Not applicable</td>
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<th>Credit Title and Item:</th>
<th>Total Possible Points:</th>
<th>Pacific’s Points:</th>
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<tbody>
<tr>
<td><strong>26. Diversity, Access, and Affordability: Affordability and Access Programs</strong></td>
<td></td>
<td></td>
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<tr>
<td>Stockton Campus: Pacific has policies and programs in place to make the institution accessible and affordable to low-income students.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento Campus: The Pacific McGeorge Education Pipeline Initiative aims to enlarge the qualified minority and low-income law school applicant pool. This is</td>
<td></td>
<td></td>
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</tbody>
</table>

Suggestions for Possible Improvement:
- Continue the progress made in this area.
- Keep up the good work.
- Explore the options of implementing such a program.
- Continue our efforts in this area.
done by increasing college awareness of and access to educationally disadvantaged students in elementary, middle, and high school.

*Also See Appendix 33*

San Francisco Campus:
See Stockton

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<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>27. Human Resources: Sustainable Compensation for Faculty and Staff</strong></td>
<td></td>
<td></td>
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<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific periodically evaluates and updates as appropriate its wages and benefit policies.</td>
<td></td>
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<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
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<tr>
<td>See Stockton</td>
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<tr>
<td>San Francisco Campus:</td>
<td></td>
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<tr>
<td>See Stockton</td>
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<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>28. Human Resources: Faculty and Staff Benefits</strong></td>
<td></td>
<td></td>
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<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All regular employees who work more than 20 hours per week are eligible for benefits. Additional information can be found in the staff handbook, <a href="http://web.pacific.edu/x10739.xml">http://web.pacific.edu/x10739.xml</a></td>
<td></td>
<td></td>
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<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
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<tr>
<td>See Stockton</td>
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<tr>
<td>San Francisco Campus:</td>
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<tr>
<td>See Stockton</td>
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<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>29. Human Resources: Graduate Student Employee Benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific does not cover the costs of graduate student employees’ health care premiums at the required 75% rate. <em>See Appendix 34</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
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<tr>
<td>San Francisco Campus:</td>
<td></td>
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<tr>
<td>Not applicable</td>
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<tr>
<th>Credit Title and Item:</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
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<tbody>
<tr>
<td><strong>30. Human Resources: Parental Leave</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stockton Campus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific is required to honor the Family Medical Leave Act. However, there is not a separate Parental Leave Policy</td>
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</table>

Suggestions for Possible Improvement:

*Also See Appendix 33*
<table>
<thead>
<tr>
<th>Credit Title and Item: 31. Human Resources: Domestic Partner Benefits</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Campus: Pacific extends equal benefits to employees’ same-sex domestic partners as to employees’ spouses. There are limitations for opposite sex domestic partners.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<thead>
<tr>
<th>Credit Title and Item: 32. Human Resources: Employee Satisfaction Survey</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Campus: This has not been conducted.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sacramento Campus: Not conducted in more than 5 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco Campus: This has not been conducted.</td>
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<thead>
<tr>
<th>Credit Title and Item: 33. Trademark Licensing: Independent Monitoring of Logo Apparel</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Campus: Unable to obtain response regarding this credit.</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
<td></td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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<thead>
<tr>
<th>Credit Title and Item: 34. Trademark Licensing: Designated Suppliers Program</th>
<th>Total Possible Points</th>
<th>Pacific’s Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton Campus: Unable to obtain response regarding this credit.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sacramento Campus: See Stockton</td>
<td></td>
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<tr>
<td>San Francisco Campus: See Stockton</td>
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Appendix 1

Article in Stockton Record on REELL’s Water Bottle Pledge and Related Activities
Pacific students campaign against bottled water

By Alex Breitler
Record Staff Writer
April 02, 2009 6:00 AM

STOCKTON - Several hundred University of the Pacific students this week are pledging to give up bottled water, and a taste-test experiment on Wednesday may have converted even more to the cause.

During the noon hour, clusters of students outside the University Center were tasked with correctly judging which of three pitchers marked "A," "B" and "C" contained bottled water, filtered water, or tap water.

For many, it was guesswork. They sipped thoughtfully, cast blank looks at their friends and finally scribbled their evaluations on slips of paper.

Brandon Wong seemed confident.

"I thought pitcher 'A' had a very
distinct bottled water taste," he said.

To which his buddy, Alex Bae, turned and said, "I thought it was pitcher 'B.'"

They laughed. "Clearly, we have no idea," Bae said.

Student organizers fear their friends have no idea of the environmental consequences of bottled water, including the millions of gallons of oil needed to produce the bottles, pollution from transporting them, and the waste that results if bottles aren't properly recycled.

So if the taste isn't all that different, organizer Kaitlen Colafrancesco asks, why buy bottled? "We want to get rid of plastic bottles as much as we can," she said.

The university has not banned bottled water and has no formal policy on its use, said Dan Shipp, Pacific's assistant vice president of student life. Indeed, just steps from Wednesday's water-tasting station, frosted bottles of Aquafina were sold from a display refrigerator.

Pacific is, however, encouraging the students organizing this week's campaign, Shipp said.

"What I can tell you is that our students are very much aware, becoming more and more aware, of the things we've taken for granted for many years, the impacts we're having on the environment," he said.

Results of the taste test were not available Wednesday; organizers said they planned to announce the numbers in a future e-mail.

This week's bottled-water theme, which includes speakers and films, comes on the heels of a survey of 250 Pacific students showing that half rely solely on bottled water on campus, mostly because of convenience, but also for trust and, for a few, better taste.

"It's convenient, it's clean, and they advertise it that way," said Wong, 18, from Hawaii.

Taste was a wash for 20-year-old Avneet Chadha, who could tell little difference between the samples he drank Wednesday. "Water is water," he said.

But Chadha said he'd consider taking the pledge.

"It's an interesting fact that if there are so many huge negatives, so many people continue to drink bottled water," he said.
Indeed, it remained the second most popular beverage for sale in the United States in 2008, with 8.6 billion gallons sold, according to the consulting firm Beverage Marketing Co. However, sales declined last year, perhaps because penny-conscious consumers are refilling those plastic bottles with tap water.

Contact reporter Alex Breitler at (209) 546-8295 or abreitler@recordnet.com.
Appendix 2

McGeorge Response on ER Credit 1: Student Sustainability Outreach Program

McGeorge School of Law does not have a peer-to-peer sustainability outreach and education program for students formally sponsored by the school. However, the McGeorge Environmental Law Society (ELS) falls within the scope of ER Credit 1 as a Tier Two Credit. Tier Two Credits are worth less than one point and, in general, recognize strategies institutions can adopt to move toward sustainability. As such, we have allotted 0.5 points toward this Credit.

ELS is a student group where students discuss current environmental issues and develop ways to address them on a campus, community, state and global level. ELS is dedicated to making McGeorge a more sustainable campus and has worked towards implementing sustainable campus policies. ELS focuses on California environmental legislation and sets up balanced discussions to inform the student community of environmental issues affected by the legislation. In addition, ELS brings speakers to campus to discuss pressing environmental topics in the legal field, hosts various campus events to inform students of local environmental issues, and promotes environmentally-related community service events. ELS usually holds two to three events per semester.

ELS does not have a URL but has a TWEN site that can be accessed by law students and faculty. There is no training manual. The organization is supported by member dues, fundraisers, and grant money provided by the McGeorge Student Bar Association each semester.

Faculty advisors are Professor Rachael Salcido and Professor Stephen McCaffrey.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 3.

McGeorge Response on ER Credit 4: Sustainability Course Identification

While there is no inventory of sustainability-focused and sustainability-related courses in the school’s Academic Catalogue, the Catalogue does contain official identification of sustainability-related field placements. Therefore, we have allotted 0.5 points out of the 1 point available for this Credit.

Sustainability-related field placements are grouped under the environmental law field placement section. Students and the rest of the campus community may find the Academic Catalogue on the McGeorge website, http://mcgeorge.edu/. Please note, however, that while the current 2008-2009 Catalogue may be found online, the 2007-2008 Catalogue used for this research is no longer archived on the school website.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 4

McGeorge Response on ER Credit 5: Sustainability-Focused Academic Courses

The total number of sustainability-focused courses is 3.3% of the total number of courses offered at McGeorge. Accordingly, we have allotted 5 points for this Credit.

<table>
<thead>
<tr>
<th>Total number of sustainability-focused courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of courses</td>
<td>182</td>
</tr>
</tbody>
</table>

The total number of courses excludes field placements, internships, externships, honors boards, law review and journals, directed research, teams and competitions, and joint degree, visiting and exchange programs (including LL.M. Legal Process).

Sustainability-focused courses “concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.” Accordingly, we determined that sustainability-focused courses include:

<table>
<thead>
<tr>
<th>Sustainability-Focused Course</th>
<th>Number of times held during 2007-2008 academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Law</td>
<td>1</td>
</tr>
<tr>
<td>International Environmental Law</td>
<td>1</td>
</tr>
<tr>
<td>International Water Law Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Law of the Sea</td>
<td>1</td>
</tr>
<tr>
<td>Natural Resources Law</td>
<td>1</td>
</tr>
<tr>
<td>Water Law</td>
<td>1</td>
</tr>
</tbody>
</table>

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 5

McGeorge Response on ER Credit 6: Sustainability-Related Academic Courses

The total number of sustainability-related courses is 12.6% of the total number of courses offered at McGeorge. Consequently, we have allotted 3 points for this Credit.

<table>
<thead>
<tr>
<th>Sustainability-Related Course</th>
<th>Number of times held during 2007-2008 academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Law</td>
<td>1</td>
</tr>
<tr>
<td>Advanced International Business Transactions</td>
<td>2</td>
</tr>
<tr>
<td>Biology, Law and Human Behavior</td>
<td>0</td>
</tr>
<tr>
<td>Bioterrorism and Public Health</td>
<td>0</td>
</tr>
<tr>
<td>Civil Rights Litigation</td>
<td>1</td>
</tr>
<tr>
<td>Constitutional Law</td>
<td>4 (4 sections)</td>
</tr>
<tr>
<td>Elder Law and Social Policy</td>
<td>1</td>
</tr>
<tr>
<td>Employment Law</td>
<td>1</td>
</tr>
<tr>
<td>Federal Anti-Discrimination Legislation</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Investment and Development</td>
<td>1</td>
</tr>
<tr>
<td>International Banking</td>
<td>1</td>
</tr>
<tr>
<td>International Business Transactions</td>
<td>1</td>
</tr>
<tr>
<td>International Insolvency</td>
<td>0</td>
</tr>
<tr>
<td>International Protection of Human Rights</td>
<td>1</td>
</tr>
<tr>
<td>International Trade Law and Development</td>
<td>1</td>
</tr>
<tr>
<td>International Trade—Public Aspects</td>
<td>1</td>
</tr>
<tr>
<td>Land Use Planning</td>
<td>0</td>
</tr>
<tr>
<td>Law and Politics</td>
<td>1</td>
</tr>
<tr>
<td>Public Health Law</td>
<td>1</td>
</tr>
<tr>
<td>Public International Law</td>
<td>1</td>
</tr>
<tr>
<td>Property</td>
<td>3 (3 sections)</td>
</tr>
<tr>
<td>Special Education Law and Practice</td>
<td>1</td>
</tr>
<tr>
<td>Toxics and Hazardous Substances</td>
<td>0</td>
</tr>
</tbody>
</table>

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 6

Stockton Data Related to ER Credit 8: Credit Hours Earned (Fall 2007 and Spring 2008)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Earned Credit Hours 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 136</td>
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<tr>
<td>CIVL 138</td>
<td>0</td>
</tr>
<tr>
<td>SOCI 093</td>
<td>0</td>
</tr>
<tr>
<td>PHIL 035</td>
<td>408</td>
</tr>
<tr>
<td>BIOL 176</td>
<td>36</td>
</tr>
<tr>
<td>ECON 157</td>
<td>0</td>
</tr>
<tr>
<td>HIST 052</td>
<td>20</td>
</tr>
<tr>
<td>HIST 136</td>
<td>0</td>
</tr>
<tr>
<td>CURR 316</td>
<td>24</td>
</tr>
<tr>
<td>INTL 174</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>484</strong></td>
</tr>
</tbody>
</table>

The above information is accurate to the best of my knowledge.

Carol Brodie
Appendix 7

McGeorge Response on ER Credit 8: Academic Sustainability Courses by Student Credit Hours

Total number of student credit hours earned: 27,256
Total number of hours earned in sustainability-related and focused courses: 2,490

Student credit hours were calculated by multiplying the number of students in each course by the number of credit hours that particular course is worth and then adding up those credit hours. Courses exclude field placements, internships, externships, honors boards, law review and journals, directed research, teams and competitions, and joint degree, visiting and exchange programs (including LL.M. Legal Process).

Because the percentage of student credit hours earned through sustainability-related and focused courses is 9.1%, we have allotted 6 points for ER Credit 8.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 8

Stockton Campus, ER Credit 9

Information on Sustainability Minor
Sustainability requires that short and long-term social, economic, and environmental impacts of products and processes be considered. With globalization of the world's economies, continuing challenges with depletion of resources and increased global pollution, the well-being of society will require application of the principles of sustainability. The Minor in Sustainability is suggested for students who desire an understanding of sustainability or those who anticipate working for trans-national or development organizations. The interdisciplinary Minor in Sustainability is open to students of all majors.

Objectives:
- Identify and explain concepts and application of sustainability principles at the global, national, and local levels.
- Apply an interdisciplinary and 'systems' approach to meet a need or analyze a product or process

The student must meet all requirements for completion of a minor as specified in the University Catalog. To earn a minor a minimum of 20 units and a minor GPA of 2.00 is required.

Courses required to complete the minor are as follows:

A. Both of the following:
   - CIVL 173 Sustainable Engineering 3 units
   - EMGT 176 Systems Engineering Management1 4 units

B. At least one of the following*:
   - ECON 157 Environmental and Natural Resource Economics 2 4 units
   - INTL 165 Development, Modernization, and Cultural Change 3 4 units
   - INTL 174 Global Environmental Policy 4 4 units

C. At least one of the following*:
   - CIVL 171 Water and Environmental Policy 4 units
   - ECON 157 Environmental and Natural Resource Economics2 4 units
   - INTL 174 Global Environmental Policy 4 4 units
   - MECH 155 Solar Energy Engineering 5 3 units
   - Undergraduate research or independent study related to sustainability 1-4 units

D. At least one of the following:
   - BUSI 053 Legal and Ethical Environment of Business 4 units I-B
   - ECON 071 Global Economic Issues 6 4 units
   - GEOS 045 Soil, Water, and War 4 units
   - INTL 077 Contemporary World Issues 4 units
   - PHIL 035 Environmental Ethics 4 units II-B

1 Prerequisites: MATH 39 and 55 or permission of the instructor
2 Prerequisites: ECON 53 (GE-IA)
3 Prerequisites: POLS 11 or 51 (GE-IC), ANTH 53 (GE-IC), ECON 53 (GE-IA) or permission of the instructor
4 Prerequisite: POLS 51 (GE-IC)
5 Prerequisites: ENGR 122, MECH 150
6 Prerequisites: ECON 53 (GE-IA) and ECON 55 (GE-IB) or ECON 51 (GE-IB)

* The same course may not be used to satisfy course requirements for Categories B and C.
Appendix 9

McGeorge Response on ER Credit 10: Sustainability Graduation Requirement.

The school is not divided into different academic departments. Essentially, we have one department, which requires students to take Property and Constitutional Law, both sustainability-related courses, to graduate. Therefore, 100% of the institution’s departments have a sustainability requirement. Accordingly, we have allotted 5 points for this credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 10

McGeorge Response on ER Credit 11: Sustainability-Focused Graduate Academic Program

While the instructions state that this credit does not apply to institutions that offer fewer than 25 different master’s degrees, we modified the rules to apply to our law school by asking whether the school has any advanced degrees in sustainability-focused areas.

Pacific McGeorge offers two advanced degrees in International Water Resources Law: an LL.M. and J.S.D. More information on these degrees can be found at http://mcgeorge.edu/x677.xml.

There were 72 total graduates from the LL.M. and J.S.D. programs during the 2007-08 academic year. Of those graduates, 4 were enrolled in the LL.M. program for International Water Resources Law and 3 were enrolled in the J.S.D. program for International Water Resources Law, constituting 9.7% of the advanced degree graduates. Accordingly, we have allotted 2 points for this Credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 11

McGeorge Response on ER Credit 12: Sustainability Study Abroad Program

McGeorge School of Law offers a study abroad program at the University of Salzburg. This program includes the sustainability-related course Fundamental Human Rights in Europe and the United States. This program also offers the sustainability-focused course International Environmental Law, although the course is not offered every year.

Beginning the 2008-09 year, McGeorge offered a study abroad program in Guatemala. The program consists of several externships with NGOs, most of which focus on environmental justice and human rights.

We have awarded 0.5 points in this category because out of the several study abroad programs offered by the school during the 2007-2008 academic year (which included programs in St. Petersburg, Russia; London, United Kingdom; and Suzhou, China), only the Salzburg program offered sustainability-related and focused courses, one of which was not offered regularly. The Guatemala program was not counted in determining the number of points, although it is noteworthy that McGeorge is providing more study abroad programs focusing on or related to sustainability.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 12

Description of Carnegie Classification: Curricular Engagement
Community Engagement Elective Classification

The classification for Community Engagement is an elective classification, meaning it is based on voluntary participation by institutions. Whereas the Foundation's all-inclusive classifications involve secondary analysis of existing national data sources available for all institutions, elective classifications involve additional data collection and documentation, with substantial effort invested by participating institutions. Elective classifications enable the Foundation's classification system to recognize important aspects of institutional mission and action that are not represented in the national data.

Because of their voluntary nature, elective classifications do not represent a comprehensive national assessment: an institution's absence from the Community Engagement classification should not be interpreted as reflecting a judgment about the institution's commitment to its community.

Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The classification includes three categories:

Curricular Engagement includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

Outreach & Partnerships includes institutions that provided compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

Curricular Engagement and Outreach & Partnerships includes institutions with substantial commitments in both areas described above.

2008 Classification

On December 18, 2008, The Carnegie Foundation for the Advancement of Teaching is announcing the 2008 Community Engagement Classification, in which one hundred and twenty (120) institutions were successfully classified (see below). The first community engagement classification was released in 2006.

- About the 2008 Community Engagement Classification
- List of 2008 Classified Institutions
- Community Engagement Voices — Quotes from participating campuses

Additional Information

- National Advisory Panel
Appendix 13

Announcement of Event on Muir’s Birthday, 2009
College of the Pacific’s Celebration of John Muir’s Birthday

April 21, 4:00 p.m. - 6:00 p.m.

April 21 marks John Muir's 171st Birthday! Join us in a celebration of his life and our planet, held from 4-6 p.m in the Wendell Phillips Center conference room and courtyard. Anyone interested in the subject of environmental sustainability is welcome to come and, if they like, briefly discuss their efforts in this important area. A reception will follow the discussions. See you there!
Appendix 14

McGeorge Response on ER Credit 19: Employee Peer-to-Peer Sustainability Outreach Program

While not a formal “peer-to-peer” outreach program, i.e., one in which faculty and staff members “educate and mobilize their peers around sustainability initiatives and programs,” Pacific McGeorge’s Institute for Sustainable Development hosts international conferences and produces publications on sustainability-related issues. There is at least one event or publication per year, although not necessarily per semester. The Institute is run by Professor Gregory Webber and consists of other faculty engaged in sustainability-related research.

Conceived by Professors Kojo Yelpaala and Stephen A. McCaffrey, the Institute’s founding faculty members are Professors McCaffrey and Gregory S. Weber. Professor Weber was the Institute’s initial Director and currently maintains that role. Joining Professors McCaffrey and Weber is Professor Rachael Salcido. Professor Salcido comes to Pacific McGeorge from an energy and environmental law practice. She is currently researching issues involving offshore oil production. Other Pacific faculty members, from both the Pacific McGeorge campus and the Stockton, California, campus, participate in Institute programs and activities.

In November of 2007, the Institute sponsored a symposium entitled Taking Stock of Sustainable Development at 20: A Principle at Odds with Itself? The conference examined the development and current status of “sustainable development,” including the impact of the Brundtland Commission Report 20 years after it made sustainable development the paradigm for reconciling efforts at environmental protection and economic development.

Because the Institute is not a formal “peer-to-peer” program, and because the Institute does not necessarily hold one event per semester, we have allotted 0.5 points for this Credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 15

McGeorge Response on ER Credit 20: Research Inventory

Pacific McGeorge has identified its sustainability research initiatives via the Institute for Sustainable Development, an organization under the Pacific McGeorge Center for Global Business and Development. The Institute for Sustainable Development has for its mission research, education and participation in efforts to build a strong legal environmental framework world wide. Current Institute faculty members are particularly interested in water resources and public policy collaboration. Institute activities include conference hosting, an advanced law degree in international water law, and publications.

A list of past and current projects can be found at http://www.mcgeorge.edu/x237.xml. The Institute does not, however, formally list all individual professors’ research projects. We have allotted 1 point for this credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 16

ER Credit 21: Research Incentives

McGeorge offers a summer stipend to faculty conducting summer research, although the stipend is not limited to sustainability-related research.

In addition, McGeorge also offers a Top Student in Water Law award for the “top” student in Water Law and the “top” student in the International Water Law Seminar. This award counts as an incentive to encourage faculty to conduct sustainability-related or focused research in that most professors do not have a “Top Student” award to assign, other than the Witkin award.

However, McGeorge does not offer any other research incentives, such as fellowships or faculty development workshops. Therefore, we have allotted 0.5 points for this credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 17

Faculty and Departments Involved in Sustainability Research
<table>
<thead>
<tr>
<th>Project Last Name</th>
<th>If Student, Faculty Advisor</th>
<th>Unique Faculty Names</th>
<th>Unique Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barberis*</td>
<td>Rademacher</td>
<td>Brunell</td>
<td>Biology</td>
</tr>
<tr>
<td>Brunell</td>
<td></td>
<td>Camps</td>
<td>Lit/Lang</td>
</tr>
<tr>
<td>Camps</td>
<td></td>
<td>Ensign</td>
<td>Engineering - Env</td>
</tr>
<tr>
<td>Colafrancesco*</td>
<td>Rademacher</td>
<td>Jain</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Durkee*</td>
<td>DeBoer</td>
<td>Jones</td>
<td>Law</td>
</tr>
<tr>
<td>Giovannoni*</td>
<td>Rademacher</td>
<td>Kelso</td>
<td>Engineering - Civil</td>
</tr>
<tr>
<td>Jain</td>
<td></td>
<td>Koprivnikar</td>
<td>Earth/Env</td>
</tr>
<tr>
<td>Jones</td>
<td></td>
<td>Litton</td>
<td>History</td>
</tr>
<tr>
<td>Kelso</td>
<td></td>
<td>Luthy</td>
<td>SIS</td>
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<td>Koprivnikar</td>
<td></td>
<td>McCaffrey</td>
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<td></td>
<td>Saviz</td>
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<td></td>
<td>Shami</td>
<td></td>
</tr>
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<td>Litton</td>
<td></td>
<td>Stringfellow</td>
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</tr>
<tr>
<td>Litton</td>
<td></td>
<td>Sun</td>
<td></td>
</tr>
<tr>
<td>Luthy</td>
<td></td>
<td>Swagerty</td>
<td></td>
</tr>
<tr>
<td>McCaffrey</td>
<td></td>
<td>Thomas</td>
<td></td>
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<tr>
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<tr>
<td>Summers*</td>
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</tr>
<tr>
<td>Swagerty</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

* = student

Appendix 17

Faculty and Departments Involved in Funded Sustainability Research (ER Credits 22 and 23)

Stockton = 8

Stockton = 16

17

9
Appendix 18

ER Credit 22: Faculty Involved in Sustainability Research

During the 2007-08 academic year, there were 41 tenured or tenure-tracked professors, all of whom conduct research. Of those, 6 were engaged in sustainability-related or focused research, constituting 14.6%. Accordingly, we allotted the full 3 points for this Credit. The professors engaged in sustainability-related and focused research include:

Professor George A. Gould
Professor Gould is a noted expert on water law. He co-authored Cases and Materials on Water Law with Pacific McGeorge Professor Gregory Weber and Professor Douglas L. Grant. Professor Gould also wrote State Water Law in the West: Implications for Energy Development. He was a frequent speaker at public policy conferences on Water Law and Public lands. He is also a past president of the Rocky Mountain Mineral Law Foundation and the editor of that group’s water law newsletter.

Professor Stephen McCaffrey
Professor McCaffrey, one of the world’s foremost experts on international water resources law, is a former chairman of the International Law Commission. As the ILC’s “special rapporteur” for international watercourses, he guided the ILC’s work that formed the basis of the 1997 United Nations Convention on the Law of the Non-Navigational uses of International Watercourses. Professor McCaffrey currently serves as legal consultant to the Nile River Basin Cooperative Framework, a UN-sponsored project to forge a multinational agreement on utilization of the Nile’s water resources.

Professor McCaffrey co-wrote with Professor Rachael Salcido the recently published Global Issues in Environmental Law (Thomson West 2009). Also published during the 2008-2009 academic year was Transnational Litigation (Oxford University Press 2009), co-written with Pacific McGeorge Professor Thomas Main. Professor McCaffrey’s other books include:

- Bridges Over Water: Understanding Transboundary Water Conflict, Negotiation And Cooperation, with Ariel Dinar (economist, The World Bank and Johns Hopkins University), Shlomi Dinar (political scientist, Florida International University) & Daene McKinney (engineer, University of Texas-Austin) (World Scientific Publishing, 2007)
Professor McCaffrey’s recent articles include:


Currently, Professor McCaffrey’s scholarship consists of the following:


**Professor Rachael Salcido**

Professor Salcido’s scholarship includes issues related to ocean governance, development and sustainability, and the impacts of urbanization on land use patterns including habitat loss and ecosystem restoration. She is the co-author of Global Issues in Environmental Law.

Her works in progress include Faux Nature and Environmental Law (arguing that reliance on human constructed natural areas as legally sufficient conservation has a negative impact on habitat protection). She is also undertaking several case studies on this topic. The first involves the conversion of the Rocky Mountain Arsenal in Denver, Colorado to the Rocky Mountain Arsenal Wildlife Refuge. Her essay on this topic will be published in a collection of essays by U.S. and South American scholars who took part in an intensive study of the City of Denver and the impacts of urbanization. The second case study will focus on the ecological restoration projects proposed in the California Bay Delta Conservation Plan that will flood areas of existing terrestrial wildlife habitat to create new aquatic habitat for delta smelt and other fish species.

In addition, Professor Salcido is preparing an article on wave energy for the April symposium in Portland, Oregon entitled Greening the Grid: Building a Legal Framework for Carbon Neutrality. The article focuses on the “wild-west” atmosphere of the wave energy business and emerging regulation. Her analysis focuses on suggestions for bringing the benefits of wave energy online without duplicating past mistakes in governmental regulation of natural resources in the west.
**Professor John Sprankling**
Professor John G. Sprankling is a nationally-recognized authority on property law. His treatise Understanding Property Law is used by law students across the country. His newest book, written with Professor Coletta and M.C. Mirow, is Global Issues in Property Law; it is the first classroom text in the nation that brings international and comparative law issues into the basic property course. His articles on property and land use issues have appeared in a number of leading law journals, including the University of Chicago Law Review and the Cornell Law Review.

In 2008, Professor Sprankling was a consultant to the Carbon Capture Sequestration and Regulatory Project at Carnegie Mellon University. He advised on the property law aspects involved in sequestering carbon in underground storage sites.

Also in 2008, Professor Sprankling published an article entitled *Owning the Center of the Earth*, 55 UCLA L. Rev. 979, which proposed a new model of subsurface property rights in order to accommodate new technologies such as heat mining and carbon sequestration, both of which may help to mitigate global climate change.

**Professor Gregory Weber**
Professor Weber is an acknowledged expert in California water resources law. For the last 5 years, he has been an associate mediator and facilitator with the Center for Collaborative Policy, a joint project of Pacific McGeorge and the California State University, Sacramento. He has spent the past three years consulting on a collaborative update to the California state water plan. He also serves as a dispute resolution consultant with the Forest Stewardship Council, an international NGO based in Bonn, Germany.

Professor Weber was a co-founder, along with Professor George Gould, of the California Water Law and Policy Reporter. He has published extensively on California water resources law, and is co-author, along with Pacific McGeorge Professor John Sprankling, of the "Law of Hazardous Waste and Toxic Substances in a Nutshell."

Professor Weber currently is working on the 8th edition of the *Cases and Materials on Water Law* casebook, which he co-wrote with Pacific McGeorge Professor George A. Gould and Professor Douglas L. Grant.

**Professor Kojo Yelpaala**
Professor Yelpaala is an expert in international business law. He has edited books and written law review articles on such topics as regional trade organizations, intellectual property, foreign direct investment, licensing agreements, drafting and enforcing contracts, international conflict of laws, and global product distribution. He is also a consultant on various aspects of international business transactions and industrial policy to several foreign governments.
Professor Yelpaala currently is working on a research project entitled Post Conflict Transition Countries. The article will focus on environmental and social justice in countries dealing with the aftermath of conflict, particularly with the use of treaties. Specifically, it will discuss how to set an infrastructure for sustained economic development and long-term progress.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 19

ER Credit 24: Internal Funding for Sustainability Research
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Amount</th>
<th>Project Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durkee*</td>
<td>Art</td>
<td>$500.00</td>
<td>Coral Reef Preservation Documentary</td>
<td>05-06</td>
</tr>
<tr>
<td>Shami</td>
<td>Civil Engineering</td>
<td>$2,300.00</td>
<td>Development of a Prototype for Biodiesel Fuel Production</td>
<td>05-06</td>
</tr>
<tr>
<td>Summers*</td>
<td>SIS</td>
<td>$2,500.00</td>
<td>Education and Sustainable Human Development in Rwanda</td>
<td>05-06</td>
</tr>
<tr>
<td>Barberis*</td>
<td>Geosciences</td>
<td>$500.00</td>
<td>Solid Waste Inventory</td>
<td>06-07</td>
</tr>
<tr>
<td>Rademacher</td>
<td>Geosciences</td>
<td>$3,190.00</td>
<td>History of Nitrate Contamination in Groundwater and an Outlook for Water Quality in the Shallow Columbia Plateau Aquifer</td>
<td>06-07</td>
</tr>
<tr>
<td>Shami</td>
<td>Civil and Mechanical Engineering</td>
<td>$2,972.00</td>
<td>Building an Automated Prototype for Biodiesel Fuel Production</td>
<td>06-07</td>
</tr>
<tr>
<td>Swagerty</td>
<td>History</td>
<td>$3,200.00</td>
<td>John Muir and Native Peoples</td>
<td>06-07</td>
</tr>
<tr>
<td>Camps</td>
<td>Modern Languages</td>
<td>$3,200.00</td>
<td>Travel Narrative and Ecology in the Contemporary Chilean Novel</td>
<td>07-08</td>
</tr>
<tr>
<td>Colafrancesco*</td>
<td>Geosciences</td>
<td>$2,500.00</td>
<td>Relationship between rare mineral spring chemistry and species composition and diversity in Yosemite National Park</td>
<td>07-08</td>
</tr>
<tr>
<td>Giovannoni*</td>
<td>Geosciences</td>
<td>$5,000.00</td>
<td>Sources of Timing of Water Quality Impairments to the Lower Calavares River</td>
<td>07-08</td>
</tr>
<tr>
<td>Koprivnikar</td>
<td>Biological Sciences</td>
<td>$3,500.00</td>
<td>Environmental factors impacting amphibian disease</td>
<td>07-08</td>
</tr>
<tr>
<td>Rademacher</td>
<td>Geosciences</td>
<td>$3,500.00</td>
<td>Bamboo coral U geochemistry as a proxy for variability in the North Pacific oxygen minimum zone</td>
<td>07-08</td>
</tr>
<tr>
<td>Rademacher</td>
<td>Geosciences</td>
<td>$3,200.00</td>
<td>Relationship of Groundwater Age to Nitrate Concentration in the Saddle Mountain Basalt Aquifer</td>
<td>07-08</td>
</tr>
<tr>
<td>Saviz</td>
<td>Civil Engineering</td>
<td>$2,665.00</td>
<td>Sustainable Energy Use on the Pacific Stockton Campus</td>
<td>07-08</td>
</tr>
</tbody>
</table>

* = student

$2,800.00 05-06 Total

$12,362.00 06-07 Total

$23,565.00 07-08 Total

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Appendix 19 (ER Credit 24)

Internally Funded Sustainability Projects (Through Faculty Research Committee)
Appendix 20

McGeorge Response on ER Credit 24: Internal Funding for Research

1) It was not possible to determine whether there has been a three-year upward trend in sustainability research funding from internal sources due to a lack of sufficient and/or accessible information. Therefore, we have allotted zero out of 1 point for the first part of Credit 24.

2) Historically, the research stipend payment authorization forms kept in faculty files do not include article names or descriptions, and copies of these articles are not always available. As such, it was not possible to identify research stipends related to sustainability research in faculty files, nor was it feasible to review payment vouchers to get an accurate accounting for the past three-years. Therefore, we estimated the number of faculty engaged in sustainability-related research (6 professors, based on ER Credit 22) and multiplied that number by $12,000 (the research stipend), which gave us $78,000 out of a total $350,000 yearly budget toward research stipends. Because our result yielded an estimated 20.6% of internal funding devoted to sustainability research, we allotted the maximum 4 points for the second part of the Credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 21

ER Credit 25: External Research Expenditures for Sustainability
<table>
<thead>
<tr>
<th>Entity</th>
<th>Contractor/Institution</th>
<th>Amount</th>
<th>Description</th>
<th>Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Litton</td>
<td>Jones and Stokes, Inc.</td>
<td>$22,449.50</td>
<td>City of Stockton Wastewater Effluent Dye Study</td>
<td>05-06</td>
<td></td>
</tr>
<tr>
<td>Stringfellow</td>
<td>San Luis &amp; Delta-Mendota Water Authority</td>
<td>$728,655.00</td>
<td>Agricultural Discharge Management Program Monitoring and Evaluation - West Stanislaus County</td>
<td>05-06</td>
<td>$751,104.50 05-06 Total</td>
</tr>
<tr>
<td>Kelso</td>
<td>California Department of Water Resources</td>
<td>$544,760.00</td>
<td>Delta Vision Initiative</td>
<td>06-07</td>
<td></td>
</tr>
<tr>
<td>Litton</td>
<td>Jones and Stokes</td>
<td>$11,998.50</td>
<td>An Assessment of Turbidity Impacts Associated with Dredging in the San Joaquin River</td>
<td>06-07</td>
<td></td>
</tr>
<tr>
<td>Litton</td>
<td>Port of Stockton</td>
<td>$24,800.00</td>
<td>Monitoring Plan to Evaluate the Oxygen Transfer Efficiency of Aeration Systems Operated by the Port of Stockton</td>
<td>06-07</td>
<td></td>
</tr>
<tr>
<td>Litton</td>
<td>Central Valley Regional Quality Control Board (through Jones &amp; Stokes)</td>
<td>$250,000.00</td>
<td>CA Department of Water Resources Aerator Evaluation Investigation</td>
<td>06-07</td>
<td></td>
</tr>
<tr>
<td>Litton</td>
<td>Jones &amp; Stokes</td>
<td>$2,804.00</td>
<td>An Assessment of bathymetry related fish tag deposition in the San Joaquin River</td>
<td>06-07</td>
<td></td>
</tr>
<tr>
<td>Stringfellow</td>
<td>California Department of Water Resources</td>
<td>$399,980.00</td>
<td>Assessment of Riparian Wetlands as Buffer Zones for Water Quality in the San Joaquin River</td>
<td>06-07</td>
<td>$1,234,342.50 06-07 Total</td>
</tr>
<tr>
<td>Jain</td>
<td>Silicon Development Group, and Sino Silicon, Inc.</td>
<td>$2,000,000.00</td>
<td>Pacific Resources Research Center</td>
<td>07/08</td>
<td></td>
</tr>
<tr>
<td>Jones</td>
<td>Algalita Marine Research Foundation</td>
<td>$61,000.00</td>
<td>Pollution carried by synthetic polymers in the ocean</td>
<td>07/08</td>
<td>$2,061,000.00 07-08 Total</td>
</tr>
</tbody>
</table>
Appendix 22

McGeorge Response on ER Credit 25: External Funds for Research

1) There has not been a three-year upward trend in sustainability research funding from external sources. Therefore, we have allotted zero out of 1 point for the first part of Credit 25.

2) The percentage of external grant money devoted to sustainability research is 6.4%. Thus, we have allotted 3 points for the second part of Credit 25. To obtain this percentage, we calculated the total amount of external funds from 2006 through 2008, excluding money going to CalPAP*. This calculation yielded $18,379,101.44. Then, we calculated the amount of money going to sustainability-related research and projects, which yielded $1,180,121. Next, we divided $1,180,121 by $18,379,101.44, which yielded 6.4%.

*In determining the total amount of external funds, we did not include state funding for CalPAP (California Parole Advocacy Program), which dwarfed all other external funding. We decided to consider CalPAP as a contract to provide services as opposed to a grant.

The following numbers were used in our calculations:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total amount of external funds including CalPAP</th>
<th>$ going to CalPAP</th>
<th>Total amount of external funds excluding CalPAP</th>
<th>$ going to sustainability-related research/projects</th>
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</thead>
<tbody>
<tr>
<td>2006</td>
<td>30,489,378</td>
<td>22,920,748.56</td>
<td>7,568,629.44</td>
<td>635,361</td>
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<tr>
<td>2007</td>
<td>28,855,871</td>
<td>25,682,128</td>
<td>3,173,743</td>
<td>544,760</td>
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<tr>
<td>2008</td>
<td>34,319,729</td>
<td>26,683,000</td>
<td>7,636,729</td>
<td>0</td>
</tr>
<tr>
<td>Total:</td>
<td>18,379,101.44</td>
<td>1,180,121</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grants going to sustainability-related research and projects:

<table>
<thead>
<tr>
<th>Award date</th>
<th>Funding Agency</th>
<th>Title/Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/106</td>
<td>Borchard Foundation Center on Law &amp; Aging</td>
<td>Aging Conference Support</td>
<td>$37,500</td>
</tr>
<tr>
<td>6/30/06</td>
<td>Resources Legacy Fund</td>
<td>Marine Life</td>
<td>$597,861</td>
</tr>
<tr>
<td>Foundation</td>
<td>Protection Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/1/06</td>
<td>California Dept. of Water Resources</td>
<td>Delta vision Initiative</td>
<td>$544,760</td>
</tr>
</tbody>
</table>

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c.gregory@pacific.edu.
Appendix 23

McGeorge Response on ER Credit 26: Interdisciplinary Research

McGeorge School of Law treats interdisciplinary research the same as research conducted in a single discipline during faculty promotion and tenure decision. As stated by the Employment, Promotion and Tenure Policy Statement, the school’s Faculty Employment, Promotion and Tenure Committee considers the following:

- Primary Scholarship, including “articles published in law reviews or comparable journals, books, monographs, chapters in books, and book reviews of essay length.” Sec. V(B)(1)(b).
- Supplemental Scholarly Activity, which “can supplement, but cannot completely substitute for, primary scholarship. Typical examples of supplemental activity include lectures and presentations at a professional level, service as an editor of a professional newsletter or journal, effort which consists largely or entirely of editing the scholarship of others, participation in professional organizations, preparation of amicus curiae briefs or legislation, pro bono legal representation, other professional service and non-legal scholarship.” Sec. V(B)(1)(c)

Accordingly, we allotted the full 1 point for this credit.

The above information is accurate to the best of my knowledge. Please contact Carly Gregory at c_gregory@pacific.edu.
Appendix 24

Electronic Waste Recycling Program

E-mail, 5/18/09, from Larry Sydnor (Risk Management):

1.) Institution has a comprehensive electronic waste (e-waste) recycling and/or reuse program. The program includes collecting all institution-owned electronic products and, at least annually, electronic materials from students. All of the e-waste collected is refurbished, donated, or recycled domestically. If yes on this one, can you provide:
   □ The weight in pounds, volume in cubic yards, or number of electronic materials collected for reuse or recycling: 42475 pounds
   □ The destination(s) for collected materials: Hayward, Fresno, Stockton
   □ A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other components of institution’s e-waste program:

   Training for all new employees on policy as part of safety training. Written policy to be reviewed by Leadership Team (Pat C’s people) and always continual education with newsletters, e-news, and employee/faculty orientations

2.) Institution tracks and safely disposes of all hazardous, universal, and non-regulated chemical waste. If yes on this one, can you provide:
   □ The total pounds of chemical waste shipped to outside vendors, and whether or not the weight includes containers and packaging: 37382 pounds
   □ The total pounds of radioactive waste removed from institution (To be sent by Ash)
   □ The total pounds of biological/medical waste shipped to outside vendors (To be sent by Ash)
   □ A brief description of institution’s hazardous waste disposal policies and activities:

   Education to all handlers of hazardous waste as to appropriate handling, storage and shipping of Hazardous Waste. All hazardous waste is stored under state regulations and removed by licensed companies for disposal. All employees at orientation receive some basic level of training on hazardous waste, but detailed training is completed at departments that use chemicals including Art and Engineering and Geosciences. Policies have been written and are under review and the University has a detailed HZ Waste Emergency Response Plan that is updated annually.
   □ The number of regulatory visits or audits from EPA, NRC, DOT, OSHA, and other federal regulatory agencies during the previous year: One from USDA
   □ The total number and cost of federal violations: None, 0 cost
   □ The number of regulatory visits or audits from state and local agencies during the previous academic year: One from USDA, but a few by the Fire Department with some of these by invitation,
   □ The total number and cost of state and local violations: None, 0 cost
   □ A brief description of policies, programs, and other initiatives institution has taken to reduce hazardous, universal, and unregulated chemical waste, and the impact of those initiatives:

   Chemistry has always reduced chemical usage by minimizing the amounts used in teaching lab settings. We have recycled chemicals on campus at times due to a professor’s retirement. Chemical usage on campus falls below any formal regulatory requirements such as SB14, Chemical Reduction Act or even Federal Standards. All chemicals on campus are treated as regulated, and all departments call Risk Management about proper disposal of any chemical.
Appendix 25

Hazardous Waste Minimization

File from Ash Chaudhry (Risk Management)

Hazardous Waste Records

Updated date: Jan 5, 2009

<table>
<thead>
<tr>
<th>#</th>
<th>Pick up date</th>
<th>Pick up volume, cubic feet</th>
<th>Pick up volume, cubic feet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/30/2008</td>
<td>15.2</td>
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<td>28.3</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
<td>9/10/2008</td>
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<td>10/8/2008</td>
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<tr>
<td>11</td>
<td>11/5/2008</td>
<td>19.6</td>
<td>0</td>
<td>Info from Stericycle web archive</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Yearly Sub-total</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>143.1</td>
<td>248.7</td>
</tr>
<tr>
<td></td>
<td>105.6</td>
<td></td>
</tr>
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</table>
Appendix 26

McGeorge Response on Operations Credit 26: Commute Modal Split
UNIVERSITY OF THE PACIFIC  
McGEORGE SCHOOL OF LAW  
Employee Carpool Application

Please provide the information requested below for each person participating in the Carpool program.

1. ______________________  ______________________
   __________________________________________
   Print Name of Carpooler  Signature of Carpooler
   Date of registration  ______________________  ______________________
   Vehicle License Number  Permit Number
McGeorge Employee: □ Yes □ No

2. ______________________  ______________________
   __________________________________________
   Print Name of Carpooler  Signature of Carpooler
   Date of registration  ______________________  ______________________
   Vehicle License Number  Permit Number
McGeorge Employee: □ Yes □ No

3. ______________________  ______________________
   __________________________________________
   Print Name of Carpooler  Signature of Carpooler
   Date of registration  ______________________  ______________________
   Vehicle License Number  Permit Number
McGeorge Employee: □ Yes □ No

4. ______________________  ______________________
   __________________________________________
   Print Name of Carpooler  Signature of Carpooler
   Date of registration  ______________________  ______________________
   Vehicle License Number  Permit Number
McGeorge Employee: □ Yes □ No

We understand that violation of the Carpooling Regulations will be immediate grounds for suspension of special parking privileges. The undersigned agrees to act on behalf of the carpool group to notify Human Resources of any changes in membership.

________________________  ______________________  ____________
Print Name  Signature of Carpooler in Charge  Date
UNIVERSITY OF THE PACIFIC
McGEORGE SCHOOL OF LAW
EMPLOYEE RIDESHARE PROGRAM

Application for Regional Transit Monthly Pass Subsidy

I am requesting to participate in the Regional Transit Monthly Pass Subsidy Program. I understand that to be eligible for the subsidy, I must participate on a regular basis, 5 days per week, using Regional Transit to get to work. I also agree to notify Human Resources if I no longer meet the eligibility requirements to participate in this program.

To receive the 50% subsidy, please complete an expense report and submit to Human Resources for approval. Subsidy will be processed through McGeorge Business Office.

____________________  __________
Print Employee Name    Date

____________________
Employee Signature

FILED WITH HUMAN RESOURCES:

__________  ________
HR Signature  Date
CARPOOL SUBSIDY FORM

Month of 20

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td></td>
</tr>
</tbody>
</table>

CARPOOL PARTICIPANTS: Please check each day the carpool was in operation during the above month (please write sick or vacation if applicable). Eligibility requires participation of 3-5 days per week on a regular basis. To be processed for payment a carpooling members must sign in the spaces indicated below, plus designate the percentage to be paid to each person for the above month.

1. __________________ _______________ _______________% of payment
   Print Name                        Sign
2. __________________ _______________ _______________% of payment
   Print Name                        Sign
3. __________________ _______________ _______________% of payment
   Print Name                        Sign
4. __________________ _______________ _______________% of payment
   Print Name                        Sign
5. __________________ _______________ _______________% of payment
   Print Name                        Sign

Participating in the subsidy program does not guarantee a carpool for designated parking spot. Carpool Parking is first come, first served.

APPROVED BY: ________ _______
   Human Resources      Date

FILING INFORMATION
Carpools with two or more persons who rideshare for three or more days per week for the full month are eligible to participate in the Carpool Subsidy Program. The carpools subsidy is $80.00 per month for full participation. Payment to carpoolers participating three or four days per week will be prorated. Carpoolers must file on a monthly basis for subsidy payment. Approved payments will be included on regular payroll checks and are subject to regular payroll taxes.

Original: Payroll
Copy: Please copy for your records
Pacific McGeorge School of Law
Subsidy Guidelines

The subsidy program is a commitment from the employee to participate on an on-going basis in a program of getting to and from work by means other than the single occupancy vehicle (Carpool/Vanpool, public transportation, walk or ride your bike). Benefits may include one or more of the items listed below. This program is not for the occasional participant; nor is it set up for week by week or month by month arrangements.

I. VACATION DAY

**Eligibility Criteria** -- Participation on regular basis in an alternative method of getting to and from work other than by single occupancy vehicle. Employee earns one extra vacation day per year. Participating Employee must register with Human Resources. The extra vacation day may be used only after it has been accrued. Eight vacation hours will be added to your vacation accrual for full time employees (Part time employees will receive the appropriate pro-ration) after one year of participation in the program.

II. RESERVED CARPOOL/VANPOOL SPACE

**Eligibility Criteria** -- Participation in a carpool/vanpool on a regular basis (4-5 days per week) with other Pacific McGeorge employees only. Employee must register with Human Resources.

*Parking*: Current participant: designated parking spot will be honored. New participants: First come, first served.

III. TRANSIT SUBSIDY

**Eligibility Criteria** -- Participation in RT Program (Light Rail/Bus) on a regular basis to and from work (5 days per week). Employee must register with Human Resources. To receive the 50% subsidy, please complete an expense report and submit to Human Resources for approval. Subsidy will be processed through McGeorge Business Office (AP).

*Entitles Employee to*: subsidy of 50% of monthly transit pass (non taxable income).

IV. CARPOOL/VANPOOL SUBSIDY

**Eligibility Criteria**: Participation in carpool/vanpool 3 - 5 days per week on a continuing basis. Payment based on number days the employee participates in the carpool/vanpool.

*Entitles Employee to*: Five day carpool/vanpool(s) will be subsidized at the rate of $80.00 per month. Carpool/Vanpool(s) operating 3 to 4 days will be paid on a pro-rated basis. Carpoolers/vanpoolers must complete and submit a payment request on a monthly basis. Carpool subsidy will be paid through Payroll as taxable income.
Participants need to complete the Carpool Subsidy form. Each participant must sign the form and designate the percentage. Participating employees who qualify as a carpooler solely based upon ridesharing with a non Pacific McGeorge employees will be entitled to 50% of the full subsidy. This program is designed as an incentive program to meet clean air requirements and also to reduce the number of vehicles parking at Pacific McGeorge.

VI. Commute Allowance
Participants who walk, ride a bike or take regional transit to work five (5) days per week will be entitled 50% of the full subsidy. Allowance will be processed through payroll as taxable income.

An occasional sick or vacation leave days (1-3 days per month) will not affect the full time carpool/vanpooler. During periods of vacation or illness lasting one or more weeks, subsidy credit may be claimed by the participating employee(s) only. The absent employee may obtain pro-rated subsidy credit during that month for actual rider ship days only.
Appendix 27

Administration & Finance Credit 1: Sustainability Committee
Sustainability Committee

Pacific Rising states the University's aspiration to "advance sustainability through learning, practice and collaboration with local communities by considering our environmental, social and economic impact." Sustainability focuses on "improving the quality of human life while living within the carrying capacity of supporting eco-systems," a definition provided by the United Nations.

The Sustainability Committee is an administrative standing committee with faculty membership and charged to advise the President on the development of sustainability strategies and policies across the University.

The Sustainability Committee will: 1. advise on establishing and integrating sustainability strategies across the institution; 2. recommend policy, institutional goals and resource allocation; 3. monitor related indicators and progress through assessment and benchmarking activities; and 4. encourage the alignment and expansion of education practices, teaching and learning, scholarship, and co-curricular activities.

The Committee membership consists of

At least two faculty members nominated by the Academic Council, two student nominated by ASUOP, a representative of each of the divisions, a representative from the Sacramento and San Francisco campuses (may overlap above positions), and the Sustainability Officer (ex officio, voting), not to exceed 12 members.

Student members serve one-year terms; all other members serve three-year staggered terms.

All members and the Chair are appointed by the President.

*Endorsed by Academic Council, April 9, 2009*
University Sustainability Committee

Carol Brodie, Sustainability Coordinator

Eve Cuny, Assistant Professor, Director of Environmental Health and Safety,
Arthur A. Dugoni School of Dentistry

Nick Griffin, Vice President, Associated Students of the University of the Pacific

Scott Heaton, Director of Physical Plant
[Representing the Division of Business and Finance]

David Lambertson, Executive Director of Administrative Resources,
McGeorge School of Law

Kelli Page, Associate Director of Alumni Relations
[Representing Division of Institutional Advancement]

Gene Pearson, Professor of Geology, Department of Earth and Environmental
Sciences, College of the Pacific

Dan Shipp, Assistant Vice President for Leadership and Recreation, Division of
Student Life

Katelyn Valadez, Sustainability Commissioner, Associated Students of the
University of the Pacific
Appendix 28

Admin & Finance Credit 13: Community Service Infrastructure

Job Description for CCI Director, and Mission and Vision for CCI
University of the Pacific
Job Description

Director, Center for Community Involvement

POSITION PURPOSE: Responsible to maintain existing programs and develop new programs and partnerships with alumni and community-based organizations.

ESSENTIAL FUNCTIONS:
1. Assesses the needs of Pacific students and community resources merging those two when appropriate to produce mutually viable outcomes. Includes tutoring programs that employ over 100 Pacific students and volunteer programs which engage over 500 Pacific students annually.
2. Initiates and develops a strategic plan to address goals, expected outcomes and deliverables for the Center for Community Involvement.
3. Identifies and solicits operational funds from appropriate sources.
4. Supervises coordinator, administrative staff and Graduate Assistant(s) who support CCI.
5. Assesses mutual campus and community volunteer/service learning/experiential education needs and design, deliver and evaluate programs to meet those learning needs.
6. Partners with faculty where appropriate to help meet university goals around leadership, experiential, and service learning.
7. Represents Pacific nationally through the Campus Compact organization.
8. Oversees several annual special events including but not limited to Reach Out Pacific, Leadership Institute, Strawberry Breakfast
9. Oversees departmental budget including revenue streams, grants, giving, and expenditures.
10. Serves as a member of the Division of Student Life team and demonstrates strong collaborative, teamwork and problem solving skills. Collaborates on such annual projects at Orientation, Welcome Week, conference hosting, Student leadership selection, etc.
11. Performs other duties as assigned.

MINIMUM QUALIFICATIONS/EXPERTISE:
Bachelor’s degree, Master’s preferred with computer training. Proficiency in Microsoft Office, MS Publisher, and web-based applications is desirable. Experience in teaching instruction, fundraising, public relations and supervisory experience or the equivalent. Strong written and verbal communication skills. Experience with grant writing a plus. Knowledge of the value of experiential education is essential to this position.

KNOWLEDGE/SKILLS:

<table>
<thead>
<tr>
<th>Employer Relations Development</th>
<th>Oral &amp; Written Communication Skills</th>
<th>Computer Skills</th>
<th>Grant Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Skills</td>
<td>Fund Raising/Marketing Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Center for Community Involvement: Vision, Mission and Purpose

VISION
The Center for Community Involvement will provide and model an inclusive community where students from diverse cultures and backgrounds can find acceptance and support as they develop leadership capacities and come to a greater sense of identity in mind, body and spirit. Students serve and empower each other, involving the campus and the community, as they bring learning to life.

MISSION
The Center for Community Involvement is a student-centered learning environment that provides quality, innovative programming by Pacific students for our Stockton community. This link between the campus and the Stockton community provides the spark for education, action and service.

PURPOSE
The purpose of the Center for Community Involvement is to inspire, support and prepare students to successfully address their concerns through service to the community and the society in which they live.
Appendix 29

McGeorge Response on AF Credit 14 - Student Participation in Community Service

1. Public Interest Clearinghouse (PIC) Pro Bono Project: Students have access to a wide-range of public legal service opportunities, fellowships, summer jobs and other information advertised in the PIC e-newsletter, Pro Bono News of the Week. Students may also participate in an expense-paid spring break legal services excursion. During 2007-08, McGeorge students logged 2,401 hours of pro bono work through the Law Student Pro Bono Project and 53 students were connected to volunteer projects through the program.

2. Education Pipeline Program: Students serve as one-on-one mentors to at-risk high school students in the community. Activities include tutoring, actively promoting early interest in law school, and helping to organize youth or peer courts. During the 2007-08 academic year, there were 45 active mentors. There were 11 one-hour mentoring sessions during Fall semester, 11 one-hour mentoring sessions during Spring semester, and an additional one hour of training each semester. Therefore, each mentor participated in 24 hours of mentoring during the year x 45 mentors = 1,080 hours of community service.

3. Enrollment for community service-Based courses offered during 2007-2008 academic year for which students received academic credit:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>582</td>
<td>Special Education Practicum</td>
<td>3</td>
</tr>
<tr>
<td>702</td>
<td>Street Law International</td>
<td>6</td>
</tr>
<tr>
<td>747</td>
<td>Elder Law Practicum</td>
<td>3</td>
</tr>
<tr>
<td>814</td>
<td>Civil Practice Clinic</td>
<td>59</td>
</tr>
<tr>
<td>820</td>
<td>Administrative Adjudication Clinic</td>
<td>8</td>
</tr>
<tr>
<td>825</td>
<td>Parole Representation Clinic</td>
<td>9</td>
</tr>
<tr>
<td>865</td>
<td>Immigration Clinic</td>
<td>13</td>
</tr>
<tr>
<td>908</td>
<td>Crime Victims Clinic</td>
<td>13</td>
</tr>
</tbody>
</table>

TOTAL: 114

Based on the above, we allotted 1 point for this Credit.
Appendix 30

Non-Discrimination Policy
Prohibited Discrimination Policy

University of the Pacific does not discriminate in the administration of any educational services (including admissions, scholarships, loans, athletics or other University activities) or any employment decisions (including recruitment, training, compensation, benefits, employee relations, promotions and termination) on the basis of race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age (except for minors or for bona fide occupational qualifications), marital status, cancer-related or genetic-related medical condition, disability, citizenship status, military service status, and any other status protected by law.

Non-discrimination requires compliance with federal and state employment laws and regulations including but not limited to the following: Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, as amended, Age Discrimination in Employment Act of 1967, Section 504 of the Rehabilitation Act of 1973, Title VI and Title IX of the Educational Amendments of 1972, Executive Order 11246 and 11375, California Labor Code, California Fair Employment and Housing Act, and Americans with Disabilities Act. University of the Pacific has designated the Assistant Vice President for Human Resources, as University Compliance Officer, to coordinate the University’s efforts to comply with laws, orders, and regulations governing discrimination.

There are grievance procedures to resolve alleged acts of discrimination toward an applicant for admission, an applicant for employment, or any alleged discriminatory treatment of a student or an employee.

- Any faculty member having a complaint of violation of this policy should refer to the Faculty Handbook.
- Any staff member having a complaint of violation of this policy should refer to the Staff Grievance Procedure in the Staff Handbook.
- Any student having a complaint of violation of this policy should refer to the General Grievance section of the Tiger Lore.

Any person who is unclear as to how or where to file a complaint of violation of this policy statement should contact the Assistant Vice President for Human Resources, whose address is Department of Human Resources, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211 and, whose telephone number is (209) 946-2124. The Assistant Vice President will promptly refer the person to the appropriate individual or office for the filing of the complaint.

The Department of Human Resources is responsible for advising and assisting University departments regarding compliance with the policy statement and with proper handling of any complaint.

The University’s policy on Sexual and other Unlawful Harassment is available in the Department of Human Resources.

January, 2006
Appendix 31

McGeorge School of Law Diversity Plan
University of the Pacific McGeorge School of Law

Diversity Plan 2006-2008

I. Introduction

The School of Law was established in 1924 in Sacramento and merged with the University of the Pacific in 1966. Pacific McGeorge is fully accredited by the American Bar Association and by the Committee of Bar Examiners of the State Bar of California. It is also a member of the Association of American Law Schools and is approved for participation in veteran’s educational benefit programs. The School of Law has been awarded a chapter of The Order of the Coif, a national law school honorary society founded for the purposes of encouraging legal scholarship and advancing the ethical standards of the legal profession.

Pacific McGeorge offers programs leading to the Juris Doctor (J.D.) Degree through a full-time Day Division and a part-time Evening Division. The two Divisions have essentially the same curriculum, faculty and methods of instruction; maintain the same scholastic standards and degree requirements; and adhere to the same objectives. This Diversity Plan is equally applicable to both Divisions.

To assist students as well as the community at large, Pacific McGeorge offers three areas of distinctiveness in the form of centers: the Center for Global Business & Development, the Capital Center for Government Law & Policy and the Center for Advocacy & Dispute Resolution. Students are able to combine their interests with the on-going work of the centers to contribute to their learning experience and their community.

The general goal of Pacific McGeorge is to educate future members of the legal profession for responsible service in the many roles that lawyers perform. More specifically, Pacific McGeorge strives to empower students with legal knowledge, analytical skills and leadership qualities through traditional classroom courses as well as clinical and advocacy programs. Further, Pacific McGeorge strives to teach students respect for themselves, one another and the legal profession.

A vital part of the Pacific McGeorge educational experience is maintaining diversity in and out of the classroom. Since its inception and particularly within the last six years, Pacific McGeorge has made great strides in this area. Pacific McGeorge faculty has indicated that the “highest priority should be given to increasing efforts to improve the diversity of our student body”. (Long-Term Plan, as modified, August 2005) Resources are being utilized to encourage diverse students to attend, support diverse clubs, organizations and programs on campus, and cultivate alumni organizations representing diverse interests.

The purpose of this Diversity Plan is to establish a commitment to continue Pacific McGeorge’s goals for diversity and to provide a framework for the future of diversity at Pacific McGeorge. A diverse Pacific McGeorge community will have people with a varied range of family backgrounds, education and social experiences, cultures, career goals, aspirations and
perspectives. A diverse environment can provide faculty, staff and students in the classroom and on campus with a variety of new ideas, concepts and experiences they would not receive if the community consisted largely of people with similar or the same backgrounds.

II. Policies of the School of Law

Goal 1: Pacific McGeorge will evaluate and update as needed school standards and policies and strive to ensure that the letter and spirit of the policies are being upheld. Specifically, Pacific McGeorge will evaluate its non-discrimination policy and Student Code of Responsibility to determine if modifications or additions are necessary.

The School of Law Pacific McGeorge follows its own non-discrimination policies as well as those set out by its governing associations and organizations.

Pacific McGeorge Non-Discrimination Standard
The School of Law abides by a strict nondiscrimination policy that states: “University of the Pacific McGeorge School of Law maintains a long-standing policy of non-discrimination in any of its activities on the basis of race, gender, sexual orientation, national or ethnic origin, color, disability, marital status, age, or religious belief.”

The School of Law has a zero tolerance policy for any discriminatory action or conduct by its faculty, staff and students. The aforementioned policies of non-discrimination are applicable to all members of the Pacific McGeorge community.

Pacific McGeorge Code of Student Responsibility
The School of Law’s Code of Student Responsibility, which is put forth and administered by students, prohibits the “intentional and unjustifiable harassment of any member of the McGeorge community”. D.R. 6

American Bar Association Standard 211
ABA Standard 211 states in pertinent part...

“...a law school shall demonstrate, or have carried out and maintained, by concrete action, a commitment to provide full opportunities for the study of law and entry into the profession by qualified members of groups, notably ethnic and racial minorities, which have been victims of discrimination in various forms. This commitment typically includes a special concern for determining the potential of these applicants through the admissions process, special recruitment efforts, and a program that assists in the meeting the unusual financial needs of many of these students...”

Association of American Law Schools - Statement on Diversity, Equal Opportunity and Affirmative Action
“The purpose of the AALS, as stated in the first article of its bylaws, is ‘the improvement of the legal profession through legal education.’ Toward this end, one requirement of the bylaws is that member schools ‘seek to have a faculty, staff and student body which are diverse with respect to
race, color, and sex.” - Executive Committee Statement, November 1995

III. Student Recruitment and Enrollment

Goal II: The School of Law will continue to actively recruit and matriculate under-represented minority students and students with a varied range of family backgrounds, education and social experiences, cultures, career goals, aspirations and perspectives. Scholarship monies and other resources will be utilized in this effort to enable these students to attend Pacific McGeorge.

A. Pacific McGeorge Diversity Recruitment Activities - RECRUITING APPLICANTS

(1) Minority Affairs Committee
Early in the 1990’s, the Minority Affairs Committee (MAC) was created to implement policy and make recommendations with regard to increasing minority enrollment as well as creating a campus environment that is welcoming to all students at the law school. The Minority Affairs Committee meets regularly and has made several recommendations for increasing minority enrollment to the dean and the Admissions Committee. Included in their recommendations were early evaluation of minority applicants, increased recruitment efforts and improved scholarship funding for minorities. Pacific McGeorge will continue to solicit recommendations from the Minority Affairs Committee.

(2) Minority Recruiters and Minority Activities
For the last three years, Pacific McGeorge has hired an under-represented minority recruiter to recruit at undergraduate institutions with large populations of students of color, HBCU’s, minority pre-law conferences and graduate and professional school fairs. For the 2005 recruiting season Pacific McGeorge hired two under-represented minority recruiters who, in addition to those events listed above attended the National Black Pre-Law Conference and Black Expo 2005, an exhibition of vendors, educators and employers providing information and services to the Sacramento black community. Pacific McGeorge will participate in both of these events in 2006 and continue to seek out forums that welcome minorities.

(3) Correspondence
In addition to one-on-one recruitment, Pacific McGeorge contacts diverse candidates via letter and e-mail. Over the last three years, Pacific McGeorge has sent letters to self-identifying diverse LSAT takers after each LSAT, providing the opportunity for these students to apply without charge to Pacific McGeorge. Pacific McGeorge also sends out letters providing minority applicants with information about non-McGeorge scholarships for which they may be qualified. Pacific McGeorge will increase correspondence with and scholarship amounts for minority applicants and continue to allow free applications.
(4) **Council on Legal Education Opportunity (CLEO)**

Pacific McGeorge is a full member of CLEO, an organization committed to providing opportunities for minority and disadvantaged students. Pacific McGeorge recruits at both CLEO Summer Programs and makes offers of admission to at least one student each year. Last year three offers were made with one students matriculating. Pacific McGeorge also participates in recruitment at a CLEO-type program for Native American Students. **Pacific McGeorge is studying the feasibility of hosting the CLEO Summer Program on campus in Summer 2007 and/or Summer 2008.**

(5) **Pipe-line Initiative**

While not directly related to recruiting students interested in law school now, Pacific McGeorge’s pipe-line initiative is designed to encourage high school students to attend college and law school, securing the future of our legal profession. Pacific McGeorge has partnered for the last several years with the small School of Law and Public Service within Sacramento High School to get high school students interested in law and policy and provide Pacific McGeorge students and faculty with the opportunity to reach out to the younger generation of would-be lawyers. In addition, Pacific McGeorge admissions personnel regularly speaks to high school students, specifically those participating in the National Urban Debate League and other programs where minority students are taught advocacy. Pacific McGeorge has established a seven year scholarship for students from its Oak Park neighborhood, a low income diverse community. **Pacific McGeorge will expand this pipe-line program to other high schools in the area and continue to create opportunities for high school students to interact with the Pacific McGeorge community.**

B. **Pacific McGeorge Diversity Recruitment Activities - RECRUITING ADMITTED STUDENTS**

1) **Diversity Day**

In February 2005, Pacific McGeorge hosted its first Diversity Day, allowing minority students access to the campus, professors, mock classes, future classmates and alumni. 90 students were invited to participate and approximately 24 attended. Of those 24 attending, 5 matriculated this fall. All students were reimbursed for travel expenses. Invitees included ethnic minorities, G/L/B/T, reentry students, foreign students, students with socio-economic hardship backgrounds and students with other diverse backgrounds. **After consulting with participants and minority leaders at LSAC, Pacific McGeorge will now incorporate the “diversity” aspect of Diversity Day in its traditional “Legal Scholar Days”, instead of hosting a specific diversity day. A third Legal Scholar Day has been added to ensure that all qualified minority applicants are invited to campus at our expense.**

2) **Direct Contact With Admitted Students**

From November to June, Pacific McGeorge Admissions Office coordinates sending e-mails and making phone calls to admitted students by the Black Alumni Group, BLSA, LLSA, APALSA, and Lambda Law Students. In March of each year Pacific McGeorge hosts a three-day phone-a-thon where students, faculty and the administration contact prospective students to
provide them with information on Pacific McGeorge and answer any questions they may have.

3) Increase in Scholarships From 2000 to 2004 Pacific McGeorge offered approximately $500,000.00 each year in scholarships to underrepresented minorities. In 2005, that amount more than doubled; 1.2 million was offered to a large number of prospective students. GLBT and “Commitment to Diversity in Community” scholarships were offered, as well as Public Service and Advocacy scholarships to students from diverse backgrounds interested in these areas. **Pacific McGeorge will maintain or increase this level of commitment to scholarships in 2006 and beyond as well as seek private sources for funding additional minority scholarships.**

4) **Pacific McGeorge Black Alumni Association**
   
   The newly formed Black Alumni Association (BAA) was instrumental in 2005 in recruiting minority applicants and matriculants. Members of this group made phone calls, sent e-mails and met with prospective students. One member of the group, Judge Gary Ransom, hosted several students at his courthouse for the day. **Pacific McGeorge will strive to support this group and assist in setting up events with BAA for prospective students.**

5) **Pacific McGeorge Asian Pacific American Alumni Association**
   
   The newly formed Asian Pacific American Alumni Association (APAAA) has met on two occasions and has hosted a social-mixer to promote diversity in the legal community. The mixer was designed to introduce minority students to members of the bench and bar. **Pacific McGeorge will strive to support this group and assist with setting up future events with APAAA for prospective students.**

6) **Pacific McGeorge Latino Alumni Association**
   
   The Latino Alumni Association is in the process of being formed and will serve both the campus community and the legal profession.

7) **Early Admission**
   
   Over the last five years an increasing number of minority applicants have been admitted earlier in the admissions process. In 2001, no minority applicants were admitted to the Day Division in December of 2000 and only 7 were admitted in January of 2001. During the 2005 admissions cycle, however, 28 minority applicants were admitted in December of 2004, while 37 were admitted in January 2005. **Pacific McGeorge’s Minority Affairs Committee has recommended minority applicants be admitted even earlier in the process. The Admissions Office will therefore strive to increase the number of minority applicants admitted in November, December and January and ensure early scholarship consideration and offers.**

8) **Staff Training**
   
   All members of the Admissions team receive training and/or information regarding the importance of diversity. All staff participate in the LSAC annual conference and, when possible, other conferences on diversity. **Pacific McGeorge will ensure that all faculty and staff have proper training and/or information regarding diversity issues.**
C. Future Ideas for Recruiting and Enrolling a Diverse Class

Pacific McGeorge will continue to explore creative and effective ways to attract and retain underrepresented minority and other diverse students. The projects listed below are on-going or in the planning stages for 2006 to 2008.

1. Host a Pre-law Advisor Conference on campus inviting HBCU’s, and HACU’s.
2. Provide information and invitations to minority applicants relating to seminars, symposiums and speakers on campus.
3. Provide a Civil Rights Concentration option.
4. Host CLEO Summer Program on campus.
5. Hire a Director of Diversity and Outreach.
6. Set up a Pipe-line Initiative with Undergraduate institutions (possibly HBCU’s, HACU’s).

IV. Law School Environment and Climate

**Goal III:** Pacific McGeorge will strive to make the law school campus environment comfortable and welcoming to all. The School of law will strive to make the campus experience inclusive so as to foster equality of opportunity without discrimination or segregation so that all students may realize their full potential to study law.

A. Chartered Student Organizations

In an effort to foster a welcoming community, the School of law has chartered several diverse student organizations. Student Organizations represent a diverse array of social and law-related interests of the student community. An organization renews its chartered status each year through the submission of relevant information to Pacific McGeorge’s coordinator for student organizations. A “chartered” status enables the organization to reserve campus facilities needed for events and to be eligible to request funds from the Student Bar Association to support its activities. Each chartered student organization has a faculty advisor and is eligible for banking services through the Business Office, printing services through the campus print shop, and planning and support through the Office of the Assistant Dean of Students.

The following chartered student organizations at Pacific McGeorge School of Law reflect the diverse nature of our student body:

1. Asian/Pacific American Law Students Association (APALSA) - The purpose of APALSA is to help further the academic and social welfare of Asian Pacific Islander students enrolled at Pacific McGeorge. APALSA strives to promote awareness and understanding of the various Asian Pacific Islander cultures among its members and the Pacific McGeorge community. APALSA membership is open top all Pacific McGeorge law students. In 2005, a third year Pacific McGeorge student was the president of the national chapter of APALSA. Pacific McGeorge supported her efforts through financial and conference planning assistance.
(2) Black Law Students Association (BLSA) - BLSA members strive to promote and support the academic and social needs of African-American law students, while simultaneously striving towards diversity and the enhancement of the overall experience of the entire Pacific McGeorge student population. Membership is open to all Pacific McGeorge students and provides a focus on community service within Oak Park as well as an opportunity to discuss current topics that impact the Pacific McGeorge community and surrounding areas.

(3) Christian Legal Society - The Christian Legal Society is a non-denominational Christian group that seeks to provide its members the opportunity to witness the confluence of law and faith through a variety of activities, such as community service, monthly formal meetings and informal gatherings with local Christian attorneys. The Christian Legal Society intends to provide its members with the opportunity to congregate with those that share similar religious beliefs, and to introduce a Christian perspective to the study and practice of law.

(4) Hawaii Law Students Association - The purpose of the Hawaii Law Students Association is to help students from Hawaii to adjust to life at Pacific McGeorge School of Law through peer mentoring and social gatherings and to form a “law school ohana (family)” away from home. It is also their goal to help educate the local community about the Hawaiian and local-Hawaiian culture in order to break down stereotypes about the 50th state and to discuss unique legal issues and current events that face Hawaii. The Hawaii Law Students Association welcomes everyone and especially kamaʻaina (Hawaii locals), others who have family in Hawaii, those interested in practicing law in Hawaii, or anyone interested in Hawaii in general.

(5) Jewish Law Students Association - The goals of the Jewish Law Students Association are to provide: 1) a forum for those interested in Jewish issues; 2) community and support structure for Jewish law students and others; 3) educational opportunities about Judaism and its customs to Association members and the Pacific McGeorge community; and 4) interaction with other organizations and the Pacific McGeorge community to promote understanding and good will among persons of diverse religions and backgrounds.

(6) J. Reuben Clark Law Society - The J. Reuben Clark Law Society is the student organization for the Church of Jesus Christ of Latter Day Saints. Each year they sponsor an Institute class specifically tailored to the unique needs of the Latter Day Saints students. On Wednesdays, Brother Phillips meets with students to discuss a variety of topics.

(7) Lambda Law Students Association - The Lambda Law Students Association is dedicated to promoting awareness and understanding of issues affecting gay, lesbian, bisexual and transgender individuals. They are also conscious of race and gender issues and strive to be inclusive in all aspects of their membership and organization. They seek to achieve their goals through education, community outreach and dialogue with interested groups and persons.

(8) Latino Law Students Association (LLSA) - The Latino Law Students Association is an organization devoted to the establishment and promotion of fellowship between Latinos of
diverse backgrounds at Pacific McGeorge. The purpose of LLSA is to provide academic and social support for members throughout their law school career and to bring awareness of Latino culture and political issues to the Pacific McGeorge community. Through community involvement, LLSA aspires to encourage Latinos in the community to pursue higher education. Members of LLSA are comprised of both Latino and non-Latino students interested in Latino culture and issues.

(9) Middle Eastern/South Asian Association (MESAA) - This association is designed to further the academic welfare of Middle Eastern and South Asian students at Pacific McGeorge. Further, it strives to promote a commitment towards professionalism and excellence in the legal profession.

(10) McGeorge Women’s Caucus - The McGeorge Women’s Caucus was founded in 1971 in an effort to explore and act upon concerns common to women at Pacific McGeorge. One of the most active organizations on campus, the Women’s Caucus often takes the leadership role on issues of general student interest. The goal of the Women’s Caucus is to provide support in the law school experience for its members and to provide assistance to its surrounding community. In addition, the Women’s Caucus holds an annual wine tasting event each spring to raise funds to donate to local charities.

Pacific McGeorge will continue to foster and support diverse student groups on campus and provide financial support for on-campus and outreach events.

B. Diversity in the Dean of Students Office

The Dean of Students Office plays a key role in implementing and fostering an environment where diversity is both recognized and celebrated. From its interaction with and support of accommodated students, through its mentoring of the diverse group of chartered student organizations, the Dean of Students Office, by and through the Assistant Dean for Student Affairs, provides all Pacific McGeorge students with a variety of opportunities to enhance their academic and social experience.

These opportunities include, but are not limited to:

1) Minority Students Organizations
   APALSA, BLSA, LLSA, the Middle Eastern/South Asian Association and LAMBDA are all part of the Pacific McGeorge Minority Students Program. This program is designed to bring together students from these various minority organizations. At the beginning of each school year, members of these organizations gather for the annual Minority Student Program dinner at the student center. The annual dinner is an opportunity for these students to meet their classmates and foster or renew friendships in a relaxed social situation.

2) Law School Admissions Council (LSAC)
   For the past seven years, Pacific McGeorge has gratefully accepted a $1000.00 donation
from LSAC to sponsor Minority Recruitment Day each February. Local high schools and community college students from the greater Sacramento area are invited to campus to learn about law school first-hand from administrators and students alike. Tenured faculty and senior administrators also participate in the day-long program. The program is well-received and attendance has grown each year.

3) Pacific McGeorge Alumni Association

The minority segments of the Pacific McGeorge Alumni Association have formed their own organizations within the parent association. These are: the McGeorge Black Alumni Association, and the Asian/Pacific American Alumni Association. As stated above, Pacific McGeorge intends on supporting those alumni desirous of forming the Chicano/Latino alumni association as well as other diverse alumni groups.

4) Accommodations For Disabled Students

Pacific McGeorge makes every reasonable effort to accommodate, on a case-by-case basis, students with physical, medical, or learning disabilities. Our campus facilities are accessible to students with mobility impairments, and, in compliance with the Americans with Disabilities Act. We do not discriminate in the administration of our educational programs, admissions, scholarships, loans, or other activities or programs based on disability. Care is taken to provide students with whatever accommodations they require, including additional time for test-taking, a quiet room for an exam, or a test in large print. Pacific McGeorge is actively working to upgrade the entire campus to be accessible to the McGeorge community and visitors. Pacific McGeorge has contracted with an ADA consultant to analyze all campus facilities and generate a comprehensive report which will be used to guide future projects to ensure that we comply with all ADA regulations for new or modified construction of buildings on campus to make sure disabled students are not denied accessibility or the opportunity to participate in all aspects of the campus.

5) Harassment Policy/Training

Pacific McGeorge has a comprehensive Prohibited Harassment Policy which is published in “Important Documents for University of the Pacific School of Law Students” publication, which each student receives at the beginning of each school year. In addition, any student that accepts a work-study job on campus must view a video which addresses potential workplace harassment situations.

6) Scholarships Available to McGeorge Students

As with entering students, second, third and fourth year students are eligible for a multitude of diversity scholarships. Pacific McGeorge will strive to create additional scholarships and work-study opportunities on campus.

V. Student Employment/Placement

Goal IV: The School of Law will continue to strive to achieve diversity while educating and preparing graduates for employment with a special emphasis on ensuring that each
graduate has the knowledge, values and commitment to be a productive member of the legal community.

The Career Development Office at Pacific McGeorge is centered on the core principle of valuing diversity. The CDO office strives to create an environment where everyone feels welcome and actively promotes an atmosphere of inclusiveness of all students especially those in underrepresented groups.

One career advisor is designated to spearhead and promote diversity-related activities and opportunities for Pacific McGeorge students. For example, CDO hosts a Minority Bar Mixer in conjunction with one of Sacramento’s premier law firms. The purpose of the mixer is to expose students to professionals in the legal field, to offer an opportunity for lawyers and judges to see what Pacific McGeorge students have to offer, and to provide an opportunity for students to find employment with local law firms and judicial offices.

The CDO is also pro-active in support of diversity student groups including, but not limited to:

a. Staff assistance with planning and presentation of programs;
b. Financial assistance to student groups in presentation of programs;
c. Financial assistance for registration fees and travel expenses for specialized conferences such as Lavender Law Annual Convention; National Asian Pacific American Bar Association (NAPABA) Annual Convention; National Hispanic Bar Association Annual Convention, Black Law Students Association, etc;
d. Assistance in attending Diversity Job Fairs; and
e. Active promotion and marketing on behalf of employers seeking diversity candidates.

The CDO posts a strong non-discrimination statement on all written materials that go to employers and potential employers, and an anti-discrimination statement is posted prominently in the CDO lobby. When military agencies are recruiting on campus, based on the Solomon Amendment, the CDO will post anti-discrimination notices and explanation of the Solomon Amendment’s “hand-tying” of schools.

The CDO staff at Pacific McGeorge is very diverse and participates heavily in diversity organizations. The Assistant Dean of CDO is a former President of NAPABA, former president of the Asian Bar of California, former member of American Bar Association President’s Council on Diversity, and is a member of several boards/committees that focus on diversity issues including:

a. Council on Legal Education Opportunity (CLEO)
b. State Bar of California Board of Governors – Chair of Pipeline Committee
c. American Bar Association Standing Committee on Bar Activities and Services
d. Minority Corporate Counsel Association

Another career advisor has served for the past two years as a member of the National Association for Law Placement (NALP) Leadership/Membership Diversity Task Force.

VI. Faculty and Staff Recruitment and Retention

*Goal V:* The School of law will continue to diversify their faculty and staff with well qualified employees with special emphasis given to hiring women and persons of color.

John Sprankling to provide details.

(Please see chart on next page for Admissions Picture for 2005)
Pacific McGeorge Admissions Picture - Entering Class of 2005

DAY DIVISION:
UCLA (17)
Total Applications: 3026
UCSB (17)
Class Size: 244
Median Age: 24
Percent Minority: 24.6% (up from 18.8% in 2004)
Percent Women: 44.7%

LSAT:        G.P.A.
160  (75th)  3.51
158  (Median)  3.24
156  (25th)  3.01

Underrepresented Minority Breakdown

<table>
<thead>
<tr>
<th>DAY</th>
<th>B/AA</th>
<th>AI/AN</th>
<th>C/H/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apps</td>
<td>202</td>
<td>169</td>
<td>292</td>
</tr>
<tr>
<td>Admits</td>
<td>50</td>
<td>14</td>
<td>82</td>
</tr>
<tr>
<td>Matrics</td>
<td>6</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>% +/-*</td>
<td>+20%</td>
<td>+50%</td>
<td>+100%</td>
</tr>
</tbody>
</table>

* Percent increase or decrease in matriculated students from 2004

COMBINED DIVISION INFO:
Top Five Feeder Schools:
UC Davis (56)
UC Berkeley (22)
CSU Sacramento (20)
EVENING DIVISION:
Total Applications: 374
Class Size: 106
Median Age: 25
Percent Minority: 27.8% (up from 25% in 2004)
Percent Women: 38.9%

LSAT: G.P.A.
156 (75th) 3.38
154 (Median) 3.18
152 (25th) 2.88

Underrepresented Minority Breakdown

<table>
<thead>
<tr>
<th>EVE</th>
<th>B/AA</th>
<th>AI/AN</th>
<th>C/H/P</th>
</tr>
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<tr>
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</tr>
<tr>
<td>Matrics</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

* Percent increase or decrease in matriculated students from 2004

MATRICULATE YIELD:
(% of those admitted who matriculated)

Day: Yield for all admits: 25.8% (2004: 29.3%)
Yield for Minority admits: 21.6% (2004: 25.3%)

Eve: Yield for all admits: 62.9%
(2004: 59.6%)
Yield for Minority admits: 63.6% (2004: 55.6%)
HIGHLIGHTS:

- Underrepresented Minority applications increased 10.8% from 2004, while the national numbers show a 4.5% decline (average) in underrepresented minority applications.
- Minority Enrollment has increased 5.8% in the Day and 2.8% in the Evening from 2004.
- Underrepresented Minority Enrollment has increased 3.2% in the Day and 3.2% in the Evening from 2004.
- Number of Schools Represented in the First Year Class: 115 (2004: 116)
- Number of Different Undergraduate Majors: 62 (2004: 56)
- Number of States Represented: 31 (2004: 27)
- Number of Foreign Students in J.D. Program: 4 (Turkey (1), Canada(1) and China (2))
Appendix 32

McGeorge Response on AF Credit 24 - Support Programs for Under-represented Groups

1. Academic Success Program: Pacific McGeorge hired a full-time Director of Academic Success in 2002 and has maintained that position since that date and expanded the program each year. The Director works with under-represented students, as well as other students, to ensure those students have the skills to be successful in law school. The Director oversees the Skills Support Team, made up of 4-5 diverse students, who are also available to assist students in learning the skills needed for law school. The Director helps teach the Principles of Agency elective in the spring semester, which is directed at students whose fall semester grades indicate the need for additional help.

2. Social Programs. Pacific McGeorge conducts a number of social programs for under-represented student groups. These include the Minority Dinner during Orientation Week, receptions for minority alumni groups, a Minority Bar Mixer, the Law School Admissions Council Minority Day, Minority Focus Groups, and a Diversity Week Celebration.

3. Student Organizations. Pacific McGeorge has several minority group organizations, such as, the Black Law Student Association, the Latino Law Student Association, the Asian-Pacific Islander Law Student Association, the Middle Eastern Law Student Association, and the Lambda Law Student Association.

4. English as a Second Language (ESL). In 2007, Pacific McGeorge began offering weekly ESL classes to LL.M. students from foreign countries who wanted to sharpen their English skills. In 2008, we expanded the ESL classes to four-days per week for the first six weeks of each semester. All LL.M and JD students may attend.

Based on the above, we have allotted 1 point for this Credit.

The above information is accurate to the best of my knowledge as the responsible party. My contact information is Assistant Dean Tim Naccarato, telephone 916-739-7399, email tnaccarato@pacific.edu.
Appendix 33

McGeorge Response on AF Credit 26 – Affordability and Access Programs

DESCRIPTION OF POLICIES AND PROGRAMS

The Pacific McGeorge Education Pipeline Initiative (EPI) is a collaborative effort to increase the academic persistence and educational achievement of low-income and underrepresented youth in the Sacramento Area through law-related education and activities. We do this by increasing college awareness of and access to educationally disadvantaged students in elementary, middle, and high school.

Every year, EPI serves over 200 students with the goal of developing and reinforcing their aspirations to attend college and professional school, particularly law school. Our program is specifically tailored to meet the needs of both low-income and ethnically diverse students, since both groups are seriously underrepresented in the legal profession. Students in our program receive mentoring, academic support, law-themed enrichment activities, and guidance to make their education aspirations a reality. Our students participate in moot court and mock trial competitions, and youth court and peer courts at their schools. Sacramento High School students also participate through a Street Law International course taught by a McGeorge law professor, Fred Galves, and law students that culminates in a mock trial with the high schools students acting as the attorneys and witnesses.

The Foundation of our program is law-related education with a college preparatory emphasis. In addition to studying law-themed curricula, students have the opportunity to interact directly with law students, practicing lawyers, judges, and legal professionals in government and the private sector. Students are also repeatedly exposed to college campuses, law schools, law offices, and courtroom environments to increase their ownership of these institutions. In these environments, students discuss fundamental issues of social justice and develop civic responsibility with prominent local, state, national, and international leaders. The program also provides student and parent workshops on the college application process; financial aid; and test preparation. Our program strives to give students the skills and vision necessary to become successful citizens, college and professional school graduates, and future leaders.

Students Served
Our program serves low-performing (on standardized tests) schools in urban, low-income, and “at-risk” areas of the Sacramento region. EPI specifically serves kindergarten to high school (K-12) students at Natomas Pacific Pathways Prep (NP3), Sacramento High School (Sac High), Grant Union High School (Grant), Smythe Academy Junior High School (Smythe), Martin Luther King Jr. Technical Academy (MLK), and Hagginwood Elementary School (Hagginwood). Our program also provides mentoring and academic counseling and support to interested college and law students.
Nearly 100% of EPI’s student participants receive free or reduced lunch. The following is the percentage of students receiving free or reduced lunch at each of our partner schools (based on the most recent data provided by the California Department of Education):

1. NP3 = 36.71%
2. Sac High = 62.90%
3. Grant = 71.95%
4. Smythe = 82.42%
5. MLK = 75.73%
6. Hagginwood = 83.02%

Finally, the vast majority of EPI students do not have family members, or even family friends, in the legal profession. EPI K-12 student participants are recommended by either school administration or individual teachers and are confirmed by the EPI Director. Students interested in law school also have the option of applying for the program. EPI selects its K-12 participants from the pool of recommendations and applicants with the goal of increasing awareness, among ethnically diverse or low-income students (of any ethnicity), that college and professional schools are viable options with the right preparation.

**Current Programming and Activities**

Through participation in varied programs simulating different aspects of the legal system, students not only learn about the legal system, they also enact the workings of it.

**College Preparatory Programs and Mentoring**

- **1-on-1 Mentoring**
  Students are paired with a law student based on common interests and hobbies. Each week, the mentees arrive by bus at the Pacific McGeorge campus and meet their mentors in the Student Center for college preparation, tutoring, games, food, and drinks.

- **Tutoring**
  Each week elementary and middle school students receive tutoring from their mentors in language, writing, liberal arts, and social science subjects.

- **Demystifying College—Parental Support Workshops**
  Parents receive information and practical advice to assist their children in the college and financial aid application process.

**Law-themed Curriculum**

- **NP3 Law-themed Curriculum**
  NP3 is a Sacramento-area charter high school co-founded by the University of the Pacific, McGeorge School of Law in 2006. NP3 incorporates law-themed curricula, co-developed with EPI administrators, into its graduation requirements. It serves a diverse and growing student body. During its first year, NP3 had 80 students enrolled, with only three seniors. By 2007-2008, over 165 students were enrolled at NP3, with 24 seniors. 22 seniors graduated and 15 were accepted to a four year college. The seven seniors that did not apply to four year colleges were accepted to community colleges.
Judicial System Exposure
- NP3’s Participation in Sacramento’s Youth Court.
NP3 students participated in a diversion program for first time offenders that have pled guilty to a minor offense. Students take on the roles of defense attorney, prosecutor and jurors to craft a suitable sentence for the offender that involves some sort of restitution to the victim and keeps the offender out of the juvenile justice system.

- Smythe Youth Court.
This year law fellows and Smythe Jr. High faculty were able to launch the Smythe Academy Youth Court. Smythe junior high school students adjudicate the school code violations of their peers. Students receive guidelines from legal professionals and school administrators, and then assume the roles of prosecutor, defense attorney, and jury. Not only does the program allow students to become active participants in the justice system at their school, it also changes the culture in the school to one of ownership and pride.

Law Seminars
- Wada Williams Law Group
Students met with partners at Wada Williams Law Group where they learned about the legislative process, lobbying, special interest groups, and working with the state legislature. Students and attorneys toured the Capital and then returned to the office for lunch and a discussion on careers in government and lobbying.

- Law Offices of Johnny L. Griffin
Students experienced a “day in the life” of Johnny Griffin, a prominent African American litigator in private practice. Students rotated in groups to meet with each of the firms’ attorneys, paralegals, investigators, and other support staff in the law office—to learn the role of each team member.

- Office of the Sacramento District Attorney
Students met with a trial judge in his chambers and then observed a murder trial’s closing arguments. Following this, students returned to the DA’s office for lunch and met with a variety of staff including attorneys, a process server, child advocates and an investigator—once again to learn role each person served and to ask questions about the closing arguments.

- District Attorney’s Crime Lab
Students interested in forensic science popularized by the TV show CSI attended a hands-on presentation of the lab’s work, including blood splatter analysis. Groups then toured the lab and met with a variety of professionals who talked about their backgrounds, how they got to college, and their day-to-day work.

- California Attorney General’s Office
Students observed civil and criminal appellate arguments. Afterward, they returned to the AG’s office and met with attorneys to discuss the appellate proceedings.

- First Amendment in Schools Seminar at UC Davis Law School
Students went to an all day lecture series on First Amendment issues affecting students by top first amendment scholars from throughout the country. Lecturers discussed cases the students read in their
Constitutional Law class, and students participated in the discussion with professors and law students. After the lecture, students toured the UC Davis campus.

- **Judge Morrison England’s Courtroom**

- **Law School Trademark and Copyright Lecture**
  Two students interested in starting their own business participated in a trademark class at McGeorge where they asked the professor questions and retained the help of a volunteer student attorney that helped them in their efforts to copyright and protect their t-shirt design.

**Diversity Speaker Series**

- **Justice Goldstone**
  Justice Goldstone visited NP3 and talked to the entire student body about International Law and Justice issues.

- **Charles Hamilton Houston Day**
  Students attended a screening of Road to Brown, a biography of African American attorney Charles Hamilton Houston, which culminated in a presentation by Houston’s biographer and family members. This event was open to several schools and the entire McGeorge community.

**Increased student knowledge about the legal program**

K-12 mentoring participants are paired with McGeorge law students; they receive 1-1 mentoring from the law students. The law students explain the legal program at McGeorge; the law school admissions process; and the various programs and institutes available to law students at McGeorge. K-12 participants are encouraged to ask their law student mentors all questions they have regarding law school.

Each school year ends with the Mentor Extravaganza at McGeorge, where the students, their families and their mentors enjoy campus tours and dinner. Last year’s Extravaganza featured a very touching “open-mic” where mentors and mentees gave thanks for the program; expressed how much they learned from each other; and how much they cherished their relationships with each other. Students received a McGeorge T-shirt that said “Future Mentor.” After spending so much time on the McGeorge campus with law students and learning about law school culture, the students began picturing themselves in college and professional school; many describing their goal to become McGeorge law student mentors themselves.

**Increase in the Legal Skill Set of Student Participants**

Since EPT’s inception, one of the primary goals has been to improve the reading, writing, and analytical skills of K-12 participants—skills critical to both college graduation and the successful practice of law. We measure improvement by standardized test outcomes, GPA, and teacher evaluations. Many of our student participants continue to show score improvement on the reading comprehension and language portions of standardized tests.
In addition to the previously mentioned activities, students also participate in the following programs that further development their legal skill set:

- **Mock Trial/Moot Court**
  Student participants analyze cases, interpret the laws, and present their arguments to panels of volunteer legal professionals including judges, attorneys, and law professors.

- **McGeorge Distinguished Speaker Series**
  Students interact with current legal scholars by discussing and analyzing current “hot” topics in legal scholarship. Student attendees are asked to prepare questions based on the speaker’s presentation and encouraged to examine both sides of the arguments presented.

- **“Day in the Life” Field Trips**
  Students visit various attorneys working in various arenas of the legal profession, and are given the opportunity to spend a “day in the life” of the attorney in question. Students are often given the opportunity to conduct supervised legal research and attend client meetings.

**Rate of Student Participant Retention**
Most of our students remain in the program until they graduate from high school—admittedly at different degrees of involvement. Many after school jobs and sport programs conflict with our weekly Wednesday mentoring program; however, students conflicted out of mentoring often continue to participate in law seminars, diversity speaker series, McGeorge activities, Moot Court/Mock Trial, and EPI law-related field trips.

**Program Impacts**
1. Each year, an increasing number of EPI students are accepted to and attend college.
2. EPI high school participants pass the California High School Exit Exam (CAHSEE) at a higher rate than non-EPI participants at their respective high schools.
3. EPI serves a broader spectrum of low-income and diverse students at each of its partners school’s because it offers a range of activities appealing to divergent interests and accommodating varied schedules.
4. EPI 1-on-1 Mentoring and mock trial programs attracts and retains students into the second year.
5. Each year EPI student participants continue to make positive academic progress.
6. EPI activities foster increased college and professional aspirations in its student participants.

**Statement of Accuracy**
The information included in this document is accurate to the best of my knowledge.

Kiyana Davis
Director, Education Pipeline Initiative
kdavis@pacific.edu
(916) 739-7012
Appendix 34: AF Credit 29 - Graduate Student Employee Benefits

**Premium Rates**

<table>
<thead>
<tr>
<th>2008-2009 Premium Rates</th>
<th>Annual 8/1/08-7/31/09</th>
<th>Fall Only 8/1/08-1/31/09</th>
<th>Spring/Summer 2/1/09-7/31/09</th>
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<td>Spouse</td>
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<td>Child(ren)</td>
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<th>Optional Supplemental Medical Coverage Rates</th>
<th>Annual (in addition to the Basic Plan premium) 8/1/08-7/31/09</th>
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<td>Spouse</td>
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<tr>
<td>Child(ren)</td>
<td>$332</td>
</tr>
</tbody>
</table>

The co-pay amount for visits to the Cowell Wellness center is $10.

| Health Center Coverage – Cowell Wellness Center | Charges for covered medical services at the CWC are covered at 100%. The following benefits are covered after a $10 Copay: Implanon and Lybrel. The following services are available at CWC and are limited to $50 per Policy Year: Hepatitis B titre, Measles titre, Mumps titre, Rubella titre, Varicella titre, and Lipid Panel. One Annual Pap smear, and Chlamydia and Gonorrhea screenings are available at CWC for women ages 18 and over. Immunizations covered at CWC include: Human Papillomavirus (HPV), Influenza and Meningitis vaccines, and Tuberculosis screenings. |

Aetna Student Health, the University sponsored plan fee can be waived with proof of valid insurance by annual waiver deadline.

All Foreign National Students on the Stockton campus are required to purchase this Insurance Plan unless permission to waive the Plan is approved by International Programs and Services. To find out if you are eligible to waive the Plan, call (209) 946-2247

May 2009
Scoring Guide Provided by AASHE
Education and Research Credits

Discussion
The Education and Research category has changed significantly since STARS 0.4. In the previous draft, this category was worth significantly fewer points than the other categories. Several reviewers said that educating students and conducting research are the primary functions of higher education and that schools can make the largest contributions to sustainability through these activities. These reviewers suggested that the Education and Research category should be worth as many, if not more, points than the other categories. To address this issue, AASHE added several new credits and points to this category. While the point distribution is not final, AASHE expects to maintain a roughly equal balance of points between the three major categories (Education and Research, Operations, and Administration and Finance) included in STARS.

For many STARS credits, institutions can earn multiple points. In general, institutions are recognized with higher levels of points for achieving progressively higher thresholds. The highest point level is intended to recognize a truly sustainable institution’s performance on that indicator. For some of the credits in the Curriculum and Research sections, however, the achievement thresholds were selected somewhat arbitrarily since it is not clear what level of performance would be necessary to be considered truly sustainable. For instance, it’s unclear what percentage of courses would be sustainability-focused at a truly sustainable institution. AASHE expects that data gathered during the pilot period will help inform these issues and welcomes additional feedback and guidance on establishing thresholds.
Co-Curricular Education

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

Discussion

In the previous version of STARS, several of the credits in this section were part of a section called ‘Informal Education,’ which reviewers suggested renaming Co-Curricular Education.

The Informal Education section in STARS 0.4 included a credit for having a sustainability-focused student group. In general, reviewers felt that the presence of a student group is not necessarily indicative of significant student engagement in sustainability issues, so it is now a Tier Two credit.

ER Credit 1: Student Sustainability Outreach Program

Criteria

Institution coordinates or oversees a peer-to-peer sustainability outreach and education program for students. The program conducts at least one event per semester or term.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Program name
- Date program started
- A brief description of the program
- The name, title, and department of the staff member who supervises the program
- A copy of outreach materials the program produces
- A copy of an application form, training manual, and other materials used to select and train students conducting the outreach program
- The URL for the peer-to-peer outreach program’s website
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have programs that engage students to serve as educators in peer-to-peer sustainability outreach programs. Serving as an educator provides a valuable learning experience for students and can help deepen their understanding of sustainability. Likewise, having students serve as teachers helps disseminate sustainability concepts and a sustainability ethic throughout the campus community.

Discussion

STARS 0.4 included a similar credit that recognized schools with Eco-Reps or similar programs, which focus on residence halls. Some reviewers said the credit was too prescriptive. This version allows for broader programs to count, but stipulates that the institution must be contributing formally to the program.
ER Credit 2: Sustainability-Related Competition

Criteria
Institution coordinates or oversees a sustainability-related competition at least annually. The competition may take place among the entire institution, between different residence halls, academic departments, classes, or other divisions appropriate to the institution.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- Name of the competition
- Year competition started
- A brief description of the competition’s history or appropriate URL
- A brief description of the competition’s rules or appropriate URL
- A brief description of how the competition has advanced sustainability and results from the competition
- URL for the competition’s website
- Copies of outreach materials related to the competition
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that sponsor or coordinate sustainability competitions. Competitions can be important tools in engaging the student body in sustainability issues and can help raise student awareness about sustainability. In addition, competitions encourage students to adopt sustainable practices or try environmentally and socially preferable lifestyle choices.

Discussion
This credit was added to STARS 0.5 based on feedback suggesting that competitions provide valuable ways to engage students in sustainability learning and activities.

ER Credit 3: Sustainability in New Student Orientation

Criteria
Institution includes sustainability prominently in new student orientation activities and/or materials distributed to new students.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of how sustainability is incorporated into new student orientation
- A copy of sustainability-related outreach materials distributed to new students
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that include sustainability in orientation activities and outreach materials for new students. Orientation sets the tone for the campus experience. Including sustainability in student orientation demonstrates that sustainability is an institutional goal and helps encourage students to adopt sustainable habits in their new school environments.
Discussion
This credit was previously a Tier Two credit. It was changed to Tier One based on suggestions that orientation is a particularly beneficial time to expose students to sustainability concepts.

Co-Curricular Education: Tier Two Credits
1. Institution has an outdoor program that follows Leave No Trace principles.
2. Institution has student groups focused on or dedicated to sustainability.
3. Institution has sustainability-themed housing (residential hall, floor, or theme house).
4. Institution has an on-campus, organic garden for students.
5. Institution has a model dorm room that demonstrates sustainable living principles.
6. Institution produces outreach materials about on-campus sustainability efforts, such as information kiosks and sustainability maps.
7. Institution has a student-run café that serves environmentally or socially preferable foods.
8. Institution has a student publication focused on sustainability.
9. Institution has space dedicated to sustainability in a student newspaper.
10. Institution holds major events related to sustainability, such as conferences or symposia.
**Curriculum**

This section seeks to recognize institutions that have formal education programs and courses that address sustainability. A primary function of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are positioned uniquely to prepare students to understand and address sustainability challenges. Institutions that hold courses relevant to sustainability issues help equip their students to lead society to a sustainable future.

**Discussion**

This section has changed significantly since STAR 0.4. Several new credits have been added to this section and many preexisting credits have changed form or scope since the previous draft.

STARS 0.4 contained a prerequisite for formally adopting a definition of sustainability. Many reviewers felt that getting an institution to develop and formally adopt a definition of sustainability would be challenging and time-consuming. In addition, several comments suggested that AASHE should provide the definition in order to ensure that the data gathered using that definition would be comparable between institutions. Rough definitions for sustainability-related and focused courses are included in the credits below. AASHE understands that classifying courses according to these standards may be a challenging process and welcomes suggestions on how to strengthen the definitions.

The previous draft version of STARS only included credits based on sustainability-focused courses. Several reviewers felt that STARS should distinguish between courses that focus on sustainability and those that include sustainability but not as a core focus, and that the system should recognize both. Under this classification system, a sustainable agriculture course that addresses the economic, social, and environmental dimensions of food production using sustainability as a lens would be recognized as a sustainability-focused course. Sustainability-related courses would include a creative writing course that includes sustainability as a module, an engineering course that focuses on renewable energy, and a sociology course that concentrates on the sustainability principle of intergenerational equity.

STARS 0.4 included a credit for a three-year upward trend in student exposure to sustainability. AASHE received feedback suggesting that such trends would be difficult to measure and that using a trend unfairly disadvantages schools that have already achieved significant levels of student exposure to sustainability. Several new credits are included in this document that address student exposure to sustainability, including credits on student enrollment in sustainability-related and focused courses, as well as credits in the Co-Curricular Education section.
ER Credit 4: Sustainability Course Identification

Criteria
Institution has identified all of its sustainability-focused and sustainability-related courses. The identification system can take any form, including official recognition in the course catalog or a list compiled and published by the sustainability committee or officer, as long as the information is publicly available to the campus community.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A copy of a document and/or the URL where sustainability courses are listed
- A brief description of how the list of sustainability courses is shared with the campus community
- A brief description of the methodology used to identify sustainability courses
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have identified their sustainability course and program offerings and share that information with their campus communities. Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It offers a sense of where the institution is now and can help identify strengths and opportunities for growth. In addition, a list helps current and prospective students find and understand sustainability course offerings, which can help them organize their academic studies.

Discussion
STARS 0.4 included a similar credit, but the previous version only recognized institutions that labeled sustainability courses in the course catalog. Some reviewers suggested making the credit more flexible to recognize schools that have created independent lists of sustainability courses; this version of the credit incorporates that flexibility.

Some feedback that AASHE received suggested that course identification was not impressive or meaningful enough to constitute a credit. Other reviewers, in contrast, felt that identifying courses is a significant undertaking for many schools and is necessary to measure performance for several of the other credits in this section. Since STARS strives to include points that recognize first steps toward sustainability and conducting an inventory of sustainability course offerings is an important first step in strengthening sustainability in the curriculum, the credit is still included in this version of STARS. AASHE welcomes suggestions on how to strengthen the credit for future versions.
**ER Credit 5: Sustainability-Focused Academic Courses**

**Criteria**
Institution conducts a specified percentage of sustainability-focused academic courses, as measured by courses held during the past academic year.

- 1 pt: Between 0 and 0.1 percent of the institution’s courses are sustainability-focused.
- 2 pts: 0.1 to one percent of the institution’s courses are sustainability-focused.
- 3 pts: Between 1 and 2 percent of the institution’s courses are sustainability-focused.
- 4 pts: 2 to 3 percent of the institution’s courses are sustainability-focused.
- 5 pts: Between 3 and 4 percent of the institution’s courses are sustainability-focused.
- 6 pts: 4 percent or more of the institution’s courses are sustainability-focused.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Courses that are cross-listed in multiple departments do not count as separate courses. In determining percentages, institutions should count each time a course was held. For example, a course that is held twice (including two sections) in the fall term and once in the spring term shall be counted as three courses.

This credit does not include continuing education and non-credit courses, which are covered by ER Credit 13: Non-Credit Sustainability Courses.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- A list of all sustainability-focused, for-credit academic courses and the number of times each course was held during the previous academic year
- Total number of sustainability-focused courses and total number of for-credit academic courses held during the previous academic year
- URL where course descriptions and/or catalog are posted
- Course syllabi (optional)
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that hold academic courses focused on sustainability. Sustainability-focused courses provide valuable grounding in the concepts and principles of sustainability. These courses educate students about how different dimensions of sustainability relate to and support each other. In addition, these courses help equip students with the skills to weave together disparate components of sustainability.

**Discussion**
The previous version of STARS included a credit that was based on a three-year upward trend in sustainability-focused course offerings. Since trend-based credits can disadvantage schools that have already integrated sustainability into their curricula, the credit was changed to be based on having a specified percentage of total courses be sustainability-focused.

There has been some discussion about how to count courses for this credit and for ER Credit 6: Sustainability-Related Academic Courses. Some reviewers felt it would be unduly burdensome to gather data on how many times a course was conducted; the institution would have to exclude courses that were canceled and determine how many sections were held for each course. Other reviewers felt that
counting the number of times courses were held, and not just listed in the course catalog, provides a more accurate picture of the level of sustainability courses an institution makes available to students.

Likewise, since some courses are not held every year, there has been discussion about whether to include courses from the previous academic year or the previous two or three academic years. While using a longer time frame would provide a more accurate picture of course offerings, it could pose an unreasonable data collection challenge.

The current version of this credit and ER Credit 6 are based on the number of times the course was held during the previous year. AASHE welcomes feedback on whether and how this should be changed.

**ER Credit 6: Sustainability-Related Academic Courses**

**Criteria**

Institution conducts a specified percentage of sustainability-related academic courses, as measured by courses held during the previous academic year.

- 1 pts: Between 1 and 5 percent of the institution’s courses are sustainability-related.
- 2 pts: 5 to 10 percent of the institution’s courses are sustainability-related.
- 3 pts: Between 10 and 15 percent of the institution’s courses are sustainability-related.
- 4 pts: 15 to 20 percent of the institution’s courses are sustainability-related.
- 5 pts: Between 20 and 25 percent of the institution’s courses are sustainability-related.
- 6 pts: 25 percent or more of the institution’s courses are sustainability-related.

For this credit, sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Courses that are cross-listed in multiple departments do not count as separate courses. In determining percentages, institutions shall count each time a course is offered. For example, a course that is offered twice (including two sections) in the fall term and once in the spring term shall be counted as three courses.

This credit does not include continuing education and non-credit courses, which are covered by **ER Credit 13: Non-Credit Sustainability Courses**.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A list of all sustainability-related, for-credit academic courses and the number of times each course was held during the previous academic year
- The total number of sustainability-related, for-credit academic courses, and the total number of for-credit academic courses held during the previous academic year
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that offer courses related to sustainability. Sustainability-related courses help build knowledge about a component of sustainability or briefly introduce students to sustainability concepts. They may complement sustainability-focused courses by producing graduates with in-depth knowledge of an aspect of sustainability and helping provide focus to students’ sustainability studies, or they may broaden understanding of sustainability from within different disciplines.
Discussion
This credit was added to STARS since the previous version. Please see the discussion under the Curriculum section and ER Credit 5 for more information about data collection questions for this credit.

**ER Credit 7: Sustainability Courses by Academic Department**

**Criteria**
A specified percentage of the academic departments or programs that offer courses within an institution offer at least one course related to or focused on sustainability.

- **1 pt:** More than 5 and up to 10 percent of the institution’s academic departments offer a sustainability-related or focused course.
- **2 pts:** 10 to 30 percent of the institution’s academic departments offer a sustainability-related or focused course.
- **3 pts:** More than 30 percent of the institution’s academic departments offer a sustainability-related or focused course.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Sustainability-related or focused courses that are cross-listed in multiple departments count for each department though which the course is listed. Courses that are held at least once every three years are sufficient for this credit.

This credit does not include continuing education and non-credit courses, which are covered by **ER Credit 13: Non-Credit Sustainability Courses**.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments that offer at least one course related to or focused on sustainability
- A list of sustainability course offerings by department
- The total number of academic departments that offer courses and the number of departments that offer a sustainability-related or focused course
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions whose academic departments offer sustainability courses. Most, if not all, academic departments have a critical role to play in building a sustainable society. Having sustainability courses offered by numerous departments helps ensure that the institution’s approach to sustainability education is broad and includes many topics. This will help students to have a broad understanding of the field. Likewise, offering sustainability courses in numerous departments can help increase student exposure to sustainability topics and themes.
**Discussion**

This credit was added to STARS as a way to gauge how broadly sustainability is included in the institution's curriculum.

**ER Credit 8: Academic Sustainability Courses by Student Credit Hours**

**Criteria**

A specified percentage of student credit hours is earned through sustainability-related or focused courses.

- **1 pt:** More than 0.1 and up to 1 percent of student credit hours are earned in sustainability-related or focused courses.
- **2 pts:** 1 to 2 percent of student credit hours are earned in sustainability-related or focused courses.
- **3 pts:** Between 2 and 3 percent of student credit hours are earned in sustainability-related or focused courses.
- **4 pts:** 3 to 4 percent of student credit hours are earned in sustainability-related or focused courses.
- **5 pts:** Between 4 and 5 percent of student credit hours are earned in sustainability-related or focused courses.
- **6 pts:** 5 or more percent of student credit hours are earned in sustainability-related or focused courses.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Student credit hours are calculated by multiplying the number of students that complete each course in each class by the number of credit hours the course is worth.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The total number of student credit hours during the previous academic year
- The total number of student credit hours earned in sustainability related and focused courses during the previous academic year
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions where students are engaged in sustainability coursework. Looking at sustainability courses based on the number of students taking such courses measures student exposure to sustainability. By providing more sustainability education, institutions are preparing their students to lead the transition to a sustainable future.
**Discussion**

The previous version of STARS included a credit that was based on a three-year upward trend in the percentage of students enrolled in one or more sustainability-focused course. In addition to the concerns associated with trend-based indicators, AASHE received feedback that determining which students are enrolled in sustainability courses would be burdensome or, in some cases, impossible. At the same time, several reviewers felt that it is important to recognize schools where students are taking sustainability courses. This credit strives to measure student exposure to sustainability through academic courses.

**ER Credit 9: Sustainability-Focused Undergraduate Academic Program**

**Criteria**

Institution offers a sustainability-focused undergraduate academic program.

- 1 pt: Institution offers a sustainability-focused major, academic concentration, academic certificate, or minor program for its undergraduate students.
- 2 pts: At least one percent of undergraduate students graduate with a sustainability-focused major, academic concentration, academic certificate, or minor.

For this credit, sustainability-focused academic programs concentrate on sustainability, including its social, economic, and environmental dimensions.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each sustainability-focused academic program for undergraduate students, including the program’s name, degree or accreditation awarded, and the URL for the program’s website
- The number of graduates from each sustainability-focused academic program from the previous academic year
- The total number of graduates from the previous academic year.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

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

**Discussion**

The previous version of this credit was based on having “sustainable” or “sustainability” in the program name. Several reviewers suggested that the name is not as important as the program's content. The revised credit reflects that feedback. In addition, the previous version of this credit didn’t distinguish between graduate and undergraduate programs, which are included as separated credits in this document.
**ER Credit 10: Sustainability Graduation Requirement**

**Criteria**

A specified percentage of the institution’s departments require undergraduate students to take a sustainability-focused or sustainability-related course as a graduation prerequisite.

- **1 pt:** More than 0 and less than 25 percent of the institution’s departments have a sustainability graduation requirement.
- **2 pts:** 25 to 50 percent of the institution’s departments have a sustainability graduation requirement.
- **3 pts:** Between 50 and 75 percent of the institution’s departments have a sustainability graduation requirement.
- **4 pts:** 75 to less than 100 percent of the institution’s departments have a sustainability graduation requirement.
- **5 pts:** 100 percent of the institution’s departments have a sustainability graduation requirement, or there is an institution-wide sustainability graduation requirement that applies to all undergraduate students. The institution-wide requirement may take the form of the institution requiring students to take a common sustainability-related or focused course or allowing students to select from a menu of sustainability-related or focused courses.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments and departments that have a sustainability graduation requirement
- A brief description of the sustainability graduation requirements for each department above, including a list of courses that fulfill the requirement
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have adopted a sustainability graduation requirement. Adopting a graduation requirement ensures that students are exposed to formal sustainability training and that they will graduate with a basic knowledge about sustainability.

**Discussion**

STARS 0.4 included a one-point credit for having a sustainability graduation requirement. Several reviewers suggested making the credit worth more than one point. Having the credit based on the percentage of departments that have a sustainability graduation requirement allows for additional levels of recognition for schools with graduation requirements that only apply to certain schools, majors, or programs.

There were differences of opinion about recognizing sustainability graduation requirements. While some reviewers supported the idea as the best way to guarantee student exposure to sustainability, others raised concerns that graduation requirements are often unpopular among students and can arouse backlash and negative associations for sustainability courses. AASHE is interested in continuing this conversation and welcomes suggestions on how to best address this issue.
ER Credit 11: Sustainability-Focused Graduate Academic Program

Criteria
Institution offers a sustainability-focused academic program for graduate students.

- 1 pt: Institution offers a sustainability-focused major, academic concentration, academic certificate, or minor program for graduate students.
- 2 pts: At least one percent of graduate students graduate with a sustainability-focused major, academic concentration, academic certificate, or minor.

For this credit, sustainability-focused academic programs concentrate on sustainability, including its social, economic, and environmental dimensions.

This credit does not apply to institutions that offer fewer than 25 different master’s degrees.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each sustainability-focused academic program for graduate students, including the program’s name, degree or accreditation awarded, and the URL for the program’s website
- The number of graduates from each sustainability-focused graduate-level academic program from the previous academic year
- The total number of graduate-level graduates from the previous academic year.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

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

Discussion
STARS 0.4 included a credit for having a sustainability academic program or department that did not distinguish between graduate and undergraduate programs. Some reviewers suggested they be treated separately and so this version of STARS includes two separate credits that recognize undergraduate and graduate programs separately.

ER Credit 12: Sustainability Study Abroad Program

Criteria
Institution offers a sustainability-related or focused study abroad program. In other words, the study abroad program meets one or more of the following criteria: it concentrates on sustainability, including its social, economic, and environmental dimensions; it examines an issue or topic using sustainability as a lens; it includes sustainability as a component or module; it concentrates on a key sustainability principle; or, it focuses on addressing a sustainability challenge.

Study abroad programs offered by outside entities do not count for this credit.

This credit does not apply to institutions that do not offer study abroad programs.
Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of the study abroad program, including destination or location, dates of the most recent time the program was held, and the number of students participating in the program
- A brief description of how the study abroad program content addresses sustainability
- A brief description of the policies, programs, and other practices in place to mitigate the negative social and environmental impacts of study abroad programs, including air travel
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that offer sustainability-related or focused study abroad programs. Study abroad programs give students the opportunity to witness and learn about the sustainability challenges and solutions occurring elsewhere. Study abroad programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

Discussion
This credit was added to STARS based on a suggestion from a reviewer.

ER Credit 13: Non-Credit Sustainability Courses
Criteria
Institution conducts a specified percentage of non-credit courses that are sustainability-related or focused.
- 1 pt: Any portion of the institution’s non-credit courses are sustainability-related or focused.
- 2 pts: 1 to 5 percent of the institution’s non-credit courses are sustainability-related or focused.
- 3 pts: More than 5 percent of the institution’s non-credit courses are sustainability-related or focused.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Courses that are cross-listed in multiple departments do not count as separate courses. Non-credit courses refer to courses that cannot be taken for academic credit. It may include courses for which continuing education units are awarded, as long as academic credit cannot be earned.

This credit does not apply to institutions that don’t offer courses for which academic credit cannot be earned.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The total number of non-credit courses the institution held during the previous academic year
- The number of non-credit sustainability-related or focused courses held during the previous academic year, and the title and catalogue description of each
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that offer non-credit courses related to or focused on sustainability. Such courses train community members and many students in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs.

**Discussion**
This credit was added to STARS based on a suggestion from a reviewer.

**ER Credit 14: Sustainability-Focused, Non-Academic Certificate Program**

**Criteria**
Institution offers a non-academic, sustainability-focused certificate or training program.
- 1 pt: Institution offers a non-academic sustainability-focused certificate or training program.
- 2 pts: At least 1 percent of students participating in institution’s non-academic certificate or training programs participate in those that are sustainability-focused.

For this credit, sustainability-focused programs are programs that concentrate on sustainability, including its social, economic, and environmental dimensions.

*This credit does not apply to institutions that do not offer non-academic certificate or training programs.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of all non-academic, sustainability-focused certificate or training programs
- The number of students participating in such programs
- The total number of students participating in non-academic certificate or training programs
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that have non-academic training or certificate programs focused on sustainability. Certificate programs offer professional recognition for sustainability training, and are important tools in helping students obtain, perform, and advance their position in green jobs.

**Discussion**
This credit was added to STARS based on a suggestion from a reviewer.
**ER Credit 15: Curricular Engagement**

**Criteria**
Institution meets the criteria of the Carnegie Foundation for the Advancement of Teaching’s “Curricular Engagement” Elective Classification.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of how the institution meets the criteria for the Curricular Engagement designation
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that meet the criteria for earning the Curricular Engagement Designation from the Carnegie Foundation for the Advancement of Teaching.

The Carnegie Foundation was chartered by an act of the United States Congress in 1906. Its charge is "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education."

In contrast to some of the designations the Carnegie Foundation assigns to schools based on their enrollment or other characteristics, Curricular Engagement is an optional designation for which institutions must apply. According to the Carnegie Foundation, the Curricular Engagement designation is given to “institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.”

To earn the Curricular Engagement designation, institutions must document how many service learning courses they offer and how widespread and integrated into the entire curriculum service learning is. In addition, they must document institutional commitments to and faculty scholarship in service learning.


**Discussion**
This credit was added to STARS based on a suggestion from a reviewer.
ER Credit 16: Sustainability Literacy Assessment

Criteria
- 1 pt: Institution conducts an assessment of its students’ sustainability literacy.
- 2 pts: Institution conducts an assessment of its incoming students’ sustainability literacy and then conducts an assessment of the same cohort’s sustainability literacy upon graduation.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A copy of the questions included in the sustainability literacy assessment
- A brief description of how the assessment was developed
- A brief description of how the assessment was administered
- Results from the assessment
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives.

Discussion
STARS 0.4 included a separate section devoted to sustainability literacy. Several reviewers felt that the Sustainability Literacy credits were too controversial, worth too many points, and offered limited information about student exposure to and understanding of sustainability. Since there are other metrics that gauge student sustainability learning and exposure, the section was deleted. In the interest of collecting data, gathering best practices, and recognizing institutions that are conducting sustainability literacy surveys, this credit is included. AASHE welcomes suggestions on how to best strengthen and supplement this credit.
Faculty and Staff Development and Training
This section seeks to recognize institutions that have incorporated sustainability into their faculty and staff training and development programs. Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Discussion
This is a new section that was added to STARS for this version. Both the previous and current versions of STARS include several credits about student outreach and education. Several reviewers suggested that programs for outreach and education to faculty and staff should be recognized as well. The new section includes one credit that used to be in the Curriculum section (Incentives for Developing Sustainability Courses) and two new credits (Sustainability in New Employee Orientation and Employee Sustainability Outreach Program).

ER Credit 17: Incentives for Developing Sustainability Courses
Criteria
Institution offers incentives for faculty to develop sustainability-related or focused courses and/or incorporate sustainability into their courses or departments. Incentives may include release time, curriculum workshops, and funding. This credit applies to incentives for academic, non-credit, and/or continuing education courses.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of incentives offered to faculty to develop sustainability courses and/or incorporate sustainability into their courses or departments
- A brief description of the outcomes or results of offering such incentives
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, workshops, funding, and/or other incentives can help faculty broaden and deepen sustainability curriculum. Faculty often need time, support, and training to determine how best to make sustainability a focus or topic of their courses, and offering such incentives lends institutional support to expanding sustainability course offerings on campus.

Discussion
The previous version of this credit was based on encouraging “faculty to make sustainability a focus of their courses.” AASHE received feedback suggesting that the credit should recognize programs that support faculty efforts to introduce sustainability as a course module, examples during classes, and otherwise integrate sustainability into the curriculum short of making it a focus of the course. The revised credit reflects that suggestion.
**ER Credit 18: Sustainability in New Employee Orientation**

**Criteria**
Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of how sustainability is covered in orientations and trainings for new employees
- A copy of outreach materials distributed to new employees that address sustainability
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

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

**ER Credit 19: Employee Peer-to-Peer Sustainability Outreach Program**

**Criteria**
Institution administers or oversees a faculty/staff peer-to-peer sustainability outreach program that holds an event or campaign at least once per semester or term.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The name, title, and department of the person who coordinates the program
- The name of the program and a brief description of its activities during the previous year
- A brief description of how the outreach program is organized, including how representatives are selected
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.
Research
This section seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies and strategies to address those challenges.

Discussion
This section has changed in a couple of ways since the previous version. First, there are several new credits and the section overall is worth more points. Second, all of the credits included in this version include an applicability provision. That is, the credits do not apply to institutions where research is not a core component of the institution’s activities. This way the credits will not penalize community colleges and other schools that do not conduct research. Third, this section no longer includes a credit for having a sustainability research center. Reviewers suggested that most small schools do not have research centers and this credit unfairly penalized them and that the credit was unnecessarily prescriptive about how institutions organize their research.

ER Credit 20: Research Inventory
Criteria
Institution has identified all of its sustainability research initiatives. The inventory should include all research centers, laboratories, and individual professors’ activities that focus on or are related to sustainability.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A copy of a the research inventory or the URL where the information is posted
- A brief description of the methodology the institution used to conduct the inventory
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have identified their sustainability research activities. Conducting an inventory of an institution’s sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. Conducting an inventory also establishes a baseline for measuring future progress.
**Discussion**
This credit was added to STARS based on feedback that conducting an inventory of sustainability research is a significant undertaking, provides an accessible point of entry for earning points in this section, and is necessary for determining whether an institution qualifies for several of the other credits.

Some reviewers suggested that AASHE prescribe a common methodology for identifying sustainability research so that results are comparable between institutions. AASHE welcomes suggestions on what methodology to suggest or require. Likewise, AASHE welcomes suggestions for how to strengthen the definition of sustainability research.

**ER Credit 21: Research Incentives**

**Criteria**
Institution offers incentives or programs to encourage faculty to conduct sustainability related or focused research. Incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

*This credit does not apply to institutions where research is not a core component of the institution’s activities.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of the programs, incentives, and policies in place to encourage faculty members to research sustainability
- A brief description of the results or outcomes of those programs and incentives
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that have programs in place to encourage faculty members to research sustainability. Providing incentives demonstrates that sustainability is an institutional priority and can help attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Having faculty broadly engaged in sustainability research can help increase student exposure to and participation in sustainability research as well.
ER Credit 22: Faculty Involved in Sustainability Research

Criteria
A specified percentage of the institution’s faculty members are engaged in sustainability research.

- 1 pt: Up to 0.1 percent of the institution’s faculty members are engaged in sustainability research.
- 2 pts: 0.1 to 1 percent of the institution’s faculty members are engaged in sustainability research.
- 3 pts: More than one percent of the institution’s faculty members are engaged in sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The total number of faculty members
- The total number and names of faculty members engaged in sustainability research, including their departmental affiliations, and a brief description of the sustainability research conducted by each.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions where a specified percentage of research faculty members are researching sustainability. The percentage of faculty members engaged in sustainability research is a measure of the spread of sustainability research.

Discussion
This credit was added to STARS for this version based on suggestions from reviewers.

ER Credit 23: Departments Involved in Sustainability Research

Criteria
A specified percentage of the institution’s academic departments are engaged in sustainability research.

- 1 pt: Up to 5 percent of the institution’s academic departments are engaged in sustainability research.
- 2 pts: 5 to 15 percent of the institution’s academic departments are engaged in sustainability research.
- 3 pts: Between 15 and 25 percent of the institution’s academic departments are engaged in sustainability research.
- 4 pts: 25 to 35 percent of the institution’s academic departments are engaged in sustainability research.
- 5 pts: More than 35 percent of the institution’s academic departments are engaged in sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution’s activities.
Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A list of all academic departments
- A list of academic departments in which at least one faculty member engages in sustainability research, including a brief statement about the focus of such research
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions where sustainability research is being conducted in many departments. Most, if not all, academic departments can make significant contributions to deepening society’s understanding of sustainability issues and developing solutions to sustainability challenges. Since sustainability transcends traditional academic divisions, having multiple departments involved in research indicates that the institution has a broad perspective on sustainability and can help ensure that multiple perspectives are considered.

Discussion
This credit was added to STARS for this version based on suggestions from reviewers.

ER Credit 24: Internal Funding for Research
Criteria
This credit includes two components.

1) Institution demonstrates a three-year upward trend in sustainability research funding from internal sources. (1 point possible)

2) Institution dedicates a specified percentage of its internal research funds to sustainability research. (4 points possible)
   - 1 pt: 0.1 to 1 percent of the institution’s internal research funds are devoted to sustainability research.
   - 2 pts: Between 1 and 5 percent of the institution’s internal research funds are devoted to sustainability research.
   - 3 pts: 5 to 10 percent of the institution’s internal research funds are devoted to sustainability research.
   - 4 pts: More than 10 percent of the institution’s internal research funds are devoted to sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

This credit does not apply to institutions where research is not a core component of the institution’s activities.
**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- Total internal research funds for each of the past three years
- Internal research funds devoted to sustainability research for each of the past three years
- A brief description of how internal research funds are apportioned
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are devoting internal research funds to sustainability research. Funding sustainability research indicates an institution’s support for sustainability research and helps encourage growth in the field.

**Discussion**
STARS 0.4 included a credit based on a three-year upward trend in internal funding for sustainability research. AASHE received feedback that STARS should include absolute dollars devoted to sustainability research as well as upward trends. The revised credit includes a component based on devoting a specified percentage of internal research funding to sustainability research. AASHE welcomes suggestions on what percentages should be required to earn each point.

**ER Credit 25: External Funds for Research**

**Criteria**
This credit includes two components

1) Institution demonstrates a three-year upward trend in sustainability research funding from external sources. *(1 point possible)*

2) A specified percentage of the research grant money an institution receives goes towards funding sustainability research. *(3 points possible)*
   - 1 pt: Up to 0.1 percent of the institution’s external research funds are devoted to sustainability research.
   - 2 pts: 0.1 to 1 percent of the institution’s external research funds are devoted to sustainability research.
   - 3 pts: More than 1 percent of the institution’s external research funds are devoted to sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability.

*This credit does not apply to institutions where research is not a core component of the institution’s activities.*
**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- Total external research funds
- External research funds devoted to sustainability research
- A brief description of strategies or best practices institution can share to increase external funding for sustainability research
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that have attracted external funding, such as grants, for sustainability research. Much of the research conducted by colleges and universities is funded from outside sources. Outside funding can be an important tool in advancing sustainability research.

**Discussion**
STARS 0.4 included a credit based on a three-year upward trend in external funding for sustainability research. AASHE received feedback that STARS should consider absolute value of research dollars devoted to sustainability research in addition to trends. The revised credit includes a component based on achieving a specified percentage of external research funding for sustainability research. AASHE welcomes suggestions on what percentages should be required to earn each point.

**ER Credit 26: Interdisciplinary Research**

**Criteria**
Institution treats interdisciplinary research the same as discipline-specific research during faculty promotion and tenure decisions.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief summary of how the institution treats interdisciplinary research in faculty promotion and tenure decisions and how this is communicated to all academic departments and faculty review committees
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that treat interdisciplinary research the same as research conducted in a single discipline during faculty promotion and tenure decision. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Treating interdisciplinary research the same as research from one academic discipline is an important step in enabling faculty to pursue sustainability related research.

**Discussion**
STARS 0.4 included a credit that recognized schools that reward faculty sustainability research during the tenure and promotion process. Several reviewers suggested the credit could be controversial and suggested developing a credit that allowed interdisciplinary research, which sustainability research often is, to be treated fairly and equally during faculty evaluations.
Operations Credits

Discussion
The Operations category includes three new sections. First, the Buildings section includes credits similar to those included in the ‘Planning and Development’ and ‘Water and Landscape Management’ sections in the previous draft (the old sections are not included in this draft; credits about planning are in the ‘Planning’ section, which is part of the Administration and Finance category). Second, the Grounds section covers the other credits that were included in the ‘Water and Landscape Management’ section. Third, the Dining Services section includes credits related to food procurement that were previously included in the Purchasing section.

The previous draft of STARS included a prerequisite stipulating that schools must comply with environmental, health, and safety regulations. AASHE received feedback that this prerequisite may end up prohibiting schools from participating due to a minor infraction and that such a requirement would have disproportionate impacts on certain types of institutions. Based on this feedback, AASHE plans to take an approach similar to LEED and stipulate in the front matter that STARS is intended for institutions that are in compliance with sustainability-related regulations. In cases of egregious non-compliance with such regulations, AASHE reserves the right to withdraw the offending institution's STARS rating. In addition, AASHE has added a new credit about hazardous waste management.

OP Prerequisite 1: Recycling Program

Criteria
Institution provides a means for recycling bottles, cans, paper, and cardboard. There are designated and clearly labeled recycling receptacles for all occupied buildings or building clusters.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- A brief description of institution’s recycling program, including a list of materials collected.
- The URL for the institution’s recycling program, if applicable
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This prerequisite ensures that all institutions recognized under the STARS rating system have a basic recycling program in place. Recycling is generally one of the first campus sustainability programs that an institution undertakes, and it often provides an important foundation for further campus sustainability efforts.

Discussion
Based on feedback, this prerequisite was changed in two ways. First, instead of requiring institutions to collect the materials accepted by their local jurisdictions, schools are required to collect all of the most common materials for recycling. Second, the revised prerequisite allows for materials to be collected outdoors and for collection areas to cover a group of buildings to allow for flexibility in complying with fire codes.
Buildings
This section seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building’s impact on the outdoor environment.

Discussion
AASHE is interested in adding a credit about Indoor Environmental Quality to this section and welcomes feedback on the form such a credit may take.

OP Credit 1: New Construction, Renovations, and Commercial Interiors

Criteria
Institution’s new buildings, major renovations, and interior improvements meet Leadership in Energy and Environmental Design (LEED) standards for New Construction, Core & Shell, or Commercial Interiors.

- 1 pt: All new buildings, major renovations, and interior improvements meet LEED certification criteria (at any level).
- 2 pts: All new buildings, major renovations, and interior improvements meet LEED Silver or higher certification criteria and at least 25 percent of new building square footage is certified LEED Silver or higher.
- 3 pts: All new buildings, major renovations, and interior improvements meet LEED Gold or higher certification criteria and at least 25 percent of new building square footage is certified LEED Gold or higher.
- 4 pts: All new buildings, major renovations, and interior improvements meet LEED Platinum certification criteria, and at least 25 percent of new building square footage is certified LEED Platinum.

For this credit, buildings completed during the past three years are considered ‘new.’ Institutions may use the version of LEED-NC, LEED-CS, or LEED-CI that was available at the time of the building construction, significant renovation, or interior improvement.

Institutions in the United States should use the versions of LEED put forth by the U.S. Green Building Council. Canadian institutions may use the versions of LEED Canada put forth by the Canada Green Building Council.

This credit does not apply to institutions that have not constructed any buildings during the last three years.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the institution’s green building policy is posted, if applicable
- The date the policy was adopted, if applicable
- A brief description (including gross square footage and budget) for each new building, renovation, and interior improvement that was completed during the last three years
- The date and level (Certified, Silver, Gold, or Platinum) of LEED certification for each applicable project
- LEED scorecards for certified projects and documentation demonstrating the achievement of LEED criteria for projects that are not certified
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that have incorporated environmental features into the design and construction of new buildings, major renovations, and interior improvements. The LEED certification system, which was developed by the U.S. Green Building Council (USGBC), is the premier green building standard in the United States. In partnership with the USGBC, the Canada Green Building Council administers the LEED Canada certification system in Canada. LEED has transparent technical criteria that are evaluated and approved by the USGBC’s membership. The certification process involves rigorous documentation, which helps to ensure accurate, fair, and meaningful standards. LEED certification includes criteria grouped into the following categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, and Innovation and Design.

Certification ensures third-party verification of a building’s green features, increases an institution’s familiarity with the LEED certification criteria, and tends to improve building performance. However, in recognition of the additional expense and time that certification requires, this credit requires only that a specified percentage of new buildings receive certification.

More information about LEED is available at [www.usgbc.org](http://www.usgbc.org).

**Discussion**
STARS 0.4 included a credit for having a green building policy that required new buildings to be built to LEED silver standards. AASHE received feedback that instead of prescribing a policy, the credit should be based on the actual outcomes of buildings constructed; the revised credit reflects that change.

Some comments suggested that LEED Silver was not rigorous enough and the credit should focus on higher levels of certification (i.e., LEED Gold and Platinum). In keeping with the spirit that STARS should encompass both entry points for institutions beginning campus sustainability efforts as well as ambitious end goals, the credit was revised to offer multiple levels of recognition based on the level of LEED certification or equivalence.

There were also differences of opinion about the merits of certification. While some felt certification was necessary to achieve high-performing green buildings, others felt the certification process was too onerous and expensive to be required. As a compromise, the revised credit stipulates that a portion of the new buildings must be certified in order to qualify for more than one point. Institutions that have gone through the certification process for some of their buildings will be able to gauge more accurately what equivalent means.

Institutions participating in the pilot version of STARS suggested changing this credit so that new construction projects are addressed separately from major renovations and commercial interior spaces. AASHE is considering this suggestion for future versions of STARS.
OP Credit 2: Building Operations and Maintenance

Criteria
A specified percentage of the institution’s eligible buildings meet the certification criteria outlined in the LEED for Existing Buildings (LEED-EB) certification system and/or are certified under the LEED-EB system.

- 1 pt: Any portion of the institution’s buildings are LEED-EB certified (at any level).
- 2 pts: At least 10 percent of the institution’s building square footage is LEED-EB certified (at any level) and at least another 40 percent of the institution’s building square footage meets the criteria for LEED-EB certification (at any level).
- 3 pts: At least 15 percent of the institution’s building square footage is certified LEED-EB Silver or higher and at least another 60 percent of the institution’s building square footage meets the criteria for LEED-EB Silver or higher certification.
- 4 pts: At least 20 percent of the institution’s building square footage is certified LEED-EB at the Gold level or higher and at least another 70 percent of the institution’s building square footage meets the criteria for LEED-EB Gold or higher certification.
- 5 pts: At least 20 percent of the institution’s building square footage is LEED-EB Platinum certified, and at least another 75 percent of the institution’s building square footage meets the criteria for LEED-EB Platinum certification.

This credit applies to all buildings eligible for LEED-EB certification. Institutions should use the most recent version of LEED-EB to determine if non-certified buildings meet LEED-EB certification criteria.

Institutions in the United States should use the versions of LEED put forth by the U.S. Green Building Council. Canadian institutions may use the versions of LEED Canada put forth by the Canada Green Building Council.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each building that is LEED-EB certified or meets the standards for LEED-EB certification including the following:
  - The name and primary function of the building (e.g., residential dormitory, classrooms, laboratories)
  - Square footage of the building
  - Date and level of LEED-EB certification, if applicable
  - LEED-EB scorecards for certified buildings and documentation demonstrating the achievement of LEED-EB criteria for buildings that were not certified
- A brief description of the tools, strategies, and policies in place to encourage the adoption and maintenance of LEED-EB criteria
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that operate and maintain their buildings in ways that protect the human health of building occupants and the environment. The LEED certification system, which was developed by the U.S. Green Building Council (USGBC), is the premier green building standard in the U.S. In partnership with the USGBC, the Canada Green Building Council administers the LEED Canada certification system in Canada. LEED has transparent technical criteria that are evaluated and approved by the USGBC’s membership. The certification process involves rigorous documentation, which helps to ensure accurate, fair, and meaningful standards. LEED-EB certification includes criteria grouped into the following categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, and Innovation and Design.
Certification ensures third-party verification of a building’s green features, increases an institution’s familiarity with the LEED certification criteria, and tends to improve building performance. However, in recognition of the additional expense and time that certification requires, this credit does not require that all new buildings receive certification.

More information about LEED is available at www.usgbc.org.

**Discussion**

In response to feedback suggesting that trends can penalize already high-achieving institutions and do not provide the appropriate metrics for comparison between schools, this credit is no longer based on a three-year upward trend in LEED-EB certification. In addition, this credit incorporates two changes that also were made to OP Credit 1. First, higher levels of LEED certification and equivalence (e.g., Gold and Platinum) are worth more points. Second, certification is required for a portion of buildings in order to earn higher levels of points.

**OP Credit 3: Potable Non-Irrigation Water Consumption Reduction**

**Criteria**

Institution achieves a specified reduction in potable, non-irrigation water consumption per gross square footage of building space. The reduction is measured against a baseline year of AY 2000-01.

- **1 pt:** Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 10 percent.
- **2 pts:** Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 25 percent.
- **3 pts:** Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 50 percent.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The amount of potable non-irrigation water that the institution consumed in 2000-01, in gallons
- The amount of potable non-irrigation water that the institution consumed in the previous year, in gallons
- The total floor area in gross square feet in 2000-01
- A brief description of policies, practices, and programs that the institution has implemented to reduce potable, non-irrigation water consumption
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have become more efficient water users. Conserving water helps protect wildlife habitat and conserve energy, as delivering and treating water require considerable amounts of energy.

The credit uses gallons of water per gross conditioned square foot of floor space to avoid penalizing institutions for physical growth. The credit is measured against a baseline specific to an institution in recognition of the fact that there are several institutional characteristics that may contribute to higher water consumption, including climate variations and building function.
Discussion
The previous draft version of STARS included a credit based on a three-year downward trend in potable water consumption. In response to feedback suggesting that a trend penalizes already high-achieving institutions, the credit was changed so that it is based on achieving an absolute reduction compared to a baseline year. In addition, this version of STARS separates irrigation water, which is covered in the Grounds section, from non-irrigation water, which is covered by this credit. This separation was based on comments suggesting that conserving irrigation water and conserving water in buildings entail different strategies and often involve different staff or campus departments.

OP Credit 4: Green Cleaning Service

Criteria
Institution’s in-house or contracted cleaning service is Green Seal certified or meets the certification criteria for the Green Seal Environmental Standard for Cleaning Services (GS-42).

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- Date of Green Seal certification, if applicable
- Documentation indicating that the cleaning service meets the Green Seal criteria
- A brief description of how the institution ensures compliance with Green Seal’s standards
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have safe and effective cleaning practices that protect human health and the environment. Green Seal certification is administered by an independent, non-profit organization that develops science-based certification criteria specific to several product categories and services. The certification system recognizes services that improve health and wellbeing, reduce toxic pollution and waste, conserve resources and habitats, and minimize global warming and ozone depletion. In addition to requiring the use of non-toxic cleaning products, the cleaning service certification system details several best practices for cleaning services, which covers topics such as cleaning equipment, staff communications, worker safety, and reducing solid waste.

More information about the Green Seal Environmental Standard for Cleaning Services (GS-42) is available at www.greenseal.org/certification/cleaning_services_gs-42.pdf.

Discussion
Both the previous and current version of STARS include a credit for purchasing environmentally preferable cleaning products (OP Credit 21). This credit was added in response to feedback noting that green cleaning involves more than just the products used.
Buildings: Tier Two Credits

1. Institution uses vegetated/green and/or reflective/high albedo roofs.
2. Institution uses water conservation devices, such as waterless urinals, dual flush toilets, low-flow showerheads, and faucet aerators.
3. Institution has systems in place to detect and repair water leaks.
4. Institution implements strategies to reduce light pollution.
5. Institution uses front-loading washing machines.
Dining Services

This section seeks to recognize institutions that are helping build a sustainable food system by supporting local, Food Alliance-certified, organic, and Fair Trade-certified products. Food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid sub-standard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies, encourage safe, environmentally-friendly farming methods, and help alleviate poverty for farmers.

Discussion

STARS 0.4 included food procurement credits in the Purchasing section. The Dining Services section was created for this version of STARS based on feedback that typically dining services departments, and not purchasing departments, purchase food for colleges and universities.

The credits included in this document were developed for the STARS pilot project and, therefore, emphasize gathering data to help establish reasonable point thresholds for future versions of STARS.

The food purchasing credit in STARS 0.4 grouped organic, Fair Trade, local, and other certified or otherwise preferable food in the same credit. Several reviewers commented that different certifications or attributes should not be grouped together in one category but should be treated separately. Since there are many potential food certifications or attributes to include, AASHE selected four commonly found in college and university dining operations: local, organic, Food Alliance, and Fair Trade. During the pilot period, however, schools are asked to report on alternate certifications and standards used to help determine what will be most appropriate to include for future versions of STARS.

The upper level threshold for the previous version of the food purchasing credit was 100 percent. Reviewers suggested lowering the threshold required to earn certain points since 100 percent was not realistic.

STARS 0.4 also included a credit based on offering vegan and vegetarian food options. AASHE received strong feedback indicating that doing so was standard practice undeserving of Tier One level recognition under STARS; the credit was moved to Tier Two.

Participants in the STARS pilot project noted that supporting small and mid-size family farms is an important benefit of buying local food that the current version of the local food credit does not address. AASHE welcomes suggestions on how to develop a credit around this issue or incorporate it into the local food credit. STARS pilot participants also suggested adding a credit for seafood (perhaps based on Marine Stewardship Council standards). AASHE is considering this for future versions. In addition, AASHE is working with the Real Food Challenge in an effort to link the STARS standard with other standards that are or are likely to be used by higher education institutions.
OP Credit 5: Local Food

Criteria
Institution’s dining service purchases a specified percentage of local food*.

- 1 pt: Five percent of food expenditures go toward local food*.
- 2 pts: Twenty percent of food expenditures go toward local food*.
- 3 pts: Fifty percent of food expenditures go toward local food*.

For this credit, institutions should include food purchases for the institution’s residential dining halls and on-site catered events provided by the institution’s dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

*Local food is defined as food that is grown and processed within 150 miles of the institution, for this credit.

This credit does not apply to institutions without residential dining halls or an on-site, institution-affiliated catering service.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The name of the contracted dining services provider, if applicable
- The USDA Plant Hardiness Zone where the institution is located
- Total food expenditures for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on local* food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on local food that is also certified organic
- Total expenditures on local food that is also Food Alliance certified
- A brief description of policies and programs institution has implemented to increase local food procurement
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that are buying local food. Purchasing local food helps mitigate the impacts of food transportation, supports local farmers and processors, helps strengthen local economies, and helps build a local food system while enhancing food security.
OP Credit 6: Food Alliance and Organic Certified Food

Criteria
Institution's dining service purchases a specified percentage of Food Alliance and/or organic certified food.

- 1 pt: Five percent of food expenditures go toward Food Alliance and/or organic certified food products.
- 2 pts: Twenty percent of food expenditures go toward Food Alliance and/or organic certified products.
- 3 pts: Fifty percent of food expenditures go toward Food Alliance and/or organic certified products.

For this credit, institutions should include food purchases for the institution's residential dining halls and on-site catered events provided by the institution's dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

Food items that are made with at least 70 percent organic ingredients are considered organic for this credit. According to USDA organic labeling requirements, products labeled 'made with organic' must contain at least 70 percent organically produced ingredients.

This credit does not apply to institutions without residential dining halls or an on-site, institution-affiliated catering service.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- Expenditures on certified organic food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Expenditures on Food Alliance certified food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on food that is both organic and Food Alliance certified
- Total expenditures on certified organic food that is also Fair Trade Certified
- Total expenditures on certified organic food that meets another (not including Fair Trade Certified or local) criteria that makes it preferable, and please specify which criteria
- Total expenditures on Food Alliance certified food that meets another (not including Fair Trade Certified or local) criteria that makes it preferable, and please specify which criteria
- A brief description of policies and programs institution has implemented to increase organic food procurement
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that are buying certified organic food. The U.S. Department of Agriculture (USDA) and the Canadian Food Inspection Agency oversee organic certification in the U.S. and Canada respectively. These government agencies ensure that products labeled as organic meet environmental and consumer protection standards, including restrictions on the types of seeds, pesticides, fertilizers, and livestock practices that are allowed. In addition, organic agriculture operations must implement practices to conserve soil, manage manure and rotate crops to preserve the value of agricultural lands.

Food Alliance certification is overseen by a nonprofit organization. The certification requirements include providing just working conditions, treating animals humanely, raising livestock without added hormones or antibiotics, reducing pesticide usage and toxicity, and conserving soil and water.
**OP Credit 7: Fair Trade Certified Coffee**

**Criteria**
All of the institution’s coffee purchases are Fair Trade Certified.

For this credit, institutions should include coffee purchases for the institution’s residential dining halls and on-site catered events provided by the institution’s dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

*This credit does not apply to institutions without residential dining halls or an on-site, institution-affiliated catering service.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- Expenditures on Fair Trade Certified coffee
- Total expenditures on coffee
- Expenditures on Fair Trade Certified products for the following categories: tea, sugar, cocoa, rice, vanilla, bananas, and other
- Total expenditures on products in the following categories: tea, sugar, cocoa, rice, vanilla, bananas, and other products eligible for Fair Trade Certification
- Total expenditures on Fair Trade Certified food that meets another criteria that makes it preferable (not including organic certified), and please specify which criteria
- A brief description of policies and programs institution has implemented to increase Fair Trade Certified food purchasing
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are buying Fair Trade Certified coffee. Fair Trade Certification, which is conducted by third-party organizations, is based on fair prices and working conditions for farmers. Fair Trade Certification encourages community development, democratic and transparent collaborations among farmers, and direct trade between producer groups. By purchasing Fair Trade Certified products, institutions can support economic development and help alleviate poverty in less-developed countries.

This credit focuses on Fair Trade Certified coffee because it was one of the first products to be covered by the certification and is widely available. Institutions are asked to report expenditures on other products in recognition of the growth in Fair Trade Certification for other product categories. Future versions of STARS may include these additional products.

**Dining Services: Tier Two Credits**
1. Institution does not use trays in its dining service operations.
2. Institution has vegan and vegetarian dining options available for every meal.
3. Institution does not use trans fats or ingredients that include trans fats in its dining operations.
Energy and Climate

This section seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, the cause of global warming. Global warming is expected to have myriad impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil/gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

OP Credit 8: Reduction in Energy Intensity

Criteria
Institution has achieved a three-year downward trend in energy intensity, normalized for heating or cooling degree days. For this credit, energy intensity is calculated by dividing total energy consumption (electricity plus temperature control) by the amount of conditioned floor space.

- 1 pt: Institution reduced energy intensity up to two percent.
- 2 pts: Institution reduced energy intensity by more than two percent.
- 3 pts: Institution reduced energy intensity by more than four percent.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- Total electricity consumed in each of the past 3 years
- Total BTU used for temperature in each of the past 3 years
- Gross square feet of conditioned floor space
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have reduced their energy usage per gross square foot of conditioned floor space. The credit is measured as a trend to allow for tracking improvements over time without penalizing institutions in particular climates or with significant energy-intensive activities, such as laboratories. Energy consumption is normalized by conditioned floor space in order to enable fairer comparisons and avoid penalizing institutions for growth in their physical plants.
Discussion
The previous version of this credit did not account for annual temperature variations that may influence energy requirements; based on feedback, this adjustment was added to the credit.

Several comments suggested changing this credit so it is not based on a trend. AASHE is interested in using established energy efficiency standards based on building type instead of a downward trend. The U.S. EPA's Portfolio Manager program could provide standards for some buildings, but doesn’t cover many building types found on campuses.

OP Credit 9: Renewable Electricity

Criteria
Institution derives a specified percentage of its total electricity consumed from institution-catalyzed renewable sources, or purchases the environmental attributes of electricity generated off-site from renewable sources in the form of Renewable Energy Certificates (RECs) and other similar renewable energy products.

- 1 pt: More than 5 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or the environmental attributes of more than 15 percent was purchased in the form of RECs and other similar renewable energy products.
- 2 pts: More than 15 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or 100 percent was purchased in the form of RECs and other similar renewable energy products.
- 3 pts: More than 35 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
- 4 pts: More than 65 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
- 5 pts: 100 percent of electricity consumed is from institution-catalyzed* renewable energy sources.

For this credit, the following sources of renewable electricity count: wind, concentrated solar power, solar photovoltaics, geothermal, low-impact hydropower, clean biomass, and B100 biodiesel. Renewable energy technologies that are not used to generate electricity do not count for this credit.

RECs and other similar renewable energy products used to achieve this credit must be Green-e certified or meet the Green-e standard’s technical requirements.

*“Institution-catalyzed renewable energy sources” refers to on-site sources as well as off-site renewable energy sources developed for the institution and for which the institution holds the rights to the associated emissions reductions. An institution may not apply electricity generated toward this credit if it sold RECs for the same electricity. Likewise, if the on-site renewable energy generating devices are owned and maintained by another party, the institution must have contractual rights to the associated emissions reductions for the electricity to count towards achieving this credit.
**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The total electricity in kilowatt-hours (kWh) institution consumed in each of previous three years
- The total electricity (in kWh) generated from on-site renewable sources in each of previous three years
- A brief description of the on-site renewable energy generating devices
- The total electricity (in kWh) generated from institution-catalyzed* renewable energy sources in each of previous three years
- A brief description of the institution-catalyzed renewable energy sources
- The total amount (in kWh) of Green-e certified or equivalent electricity purchased in each of previous three years
- A brief description of electricity purchased from off-site renewable sources
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that are using renewable energy sources for electricity. The credit is intended to enable fairer comparisons between large and small institutions, reward conservation, and allow institutions to track progress over time in relation to physical plant growth.

The credit includes a preference for institution-catalyzed renewable energy sources (see definition above) to reward institutions that directly contribute to the development of new renewable sources of electricity.

There are three options for earning this credit with electricity from off-site renewable sources. First, Renewable Energy Certificates (RECs), which are available from a variety of nationwide retailers, are created when a new renewable energy facility generates electricity and the environmental benefits of that electricity are sold to the REC buyer. Each REC represents all of the environmental benefits associated with a specific quantity of renewable electricity generation. Second, some electric utilities have green power programs that offer customers the opportunity to purchase some or all of their electricity from certified renewable energy sources. Third, in areas where electricity markets have been deregulated, customers may be able to choose an electricity provider that effectively offers a direct connection to renewable energy as an option.

The Green-e Renewable Energy Certification Program is the leading voluntary certification and verification program in the United States for renewable energy products. Green-e certification intends to make sure that these products meet environmental and consumer protection standards.

**Discussion**

The previous version of this credit did not distinguish between on-site renewably derived electricity and RECs. Among reviewers, there was disagreement on whether or not RECs should count. As a compromise, the revised credit allows RECs to help earn up to two of the five points.
**OP Credit 10: On-Site Combustion with Renewable Fuel**

**Criteria**
A specified percentage of the institution’s on-site energy combustion for heating and cooling is from renewable sources, such as biomass and renewably derived hydrogen.

- 1 pt: Institution derives 15 percent or more of its on-site combustion for heating and cooling from renewable sources.
- 2 pts: Institution derives 50 percent or more of its on-site combustion for heating and cooling from renewable sources.
- 3 pts: Institution derives 100 percent or more of its on-site combustion for heating and cooling from renewable sources.

For this credit, renewable energy technologies that are used to generate electricity and renewable fuels used for transportation do not count, as those benefits are captured in OP Credit 9 and OP Credit 25 respectively.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- Total BTUs of energy for heating and cooling from on-site combustion from all sources
- Total BTUs of energy generated for heating and cooling from on-site renewable sources
- A brief description of renewable energy sources used for on-site combustion for heating and cooling
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are using fuel from renewable sources for on-campus combustion. Using renewable fuel sources, such as biomass, instead of fossil fuels reduces greenhouse gas emissions and several other pollutants. Renewable fuel sources can be grown or obtained locally, which mitigates emissions and other impacts of transporting other fuels longer distances and can help strengthen local economies. Harvesting methane from landfills and wastewater treatment plants similarly decreases emissions and transforms a waste product to a source of energy.

**Discussion**
The previous version of this credit was based on the percentage of heating and cooling load that was met with renewable sources. AASHE received feedback indicating that it would be difficult to accurately measure the impact of certain techniques and technologies (such as passive solar design, geothermal, and solar thermal) on heating and cooling. On-site combustion, on the other hand, can be measured more accurately, and it thus forms the basis for the revised credit. AASHE is interested in feedback on how to measure the impacts of technologies and techniques not covered by the current version of this credit.
OP Credit 11: Greenhouse Gas Emissions Reduction

Criteria
Institution achieved specified net reductions in its Scope 1 and Scope 2 greenhouse gas (GHG) emissions from a 2005-06 academic year baseline. For this credit, purchasing carbon offsets that have been verified by a third party may count towards a portion of the reduction.

- 1 pt: Institution reduced GHG emissions by at least 5 percent, or purchased carbon offsets to achieve a net reduction of at least 50 percent.
- 2 pts: Institution reduced GHG emissions by at least 20 percent, or purchased carbon offsets to achieve a net reduction of 100 percent.
- 3 pts: Institution reduced GHG emissions by at least 40 percent.
- 4 pts: Institution reduced GHG emissions by at least 65 percent.
- 5 pts: Institution reduced GHG emissions by 100 percent (carbon neutrality), with carbon offsets comprising no more than 15 percent of the reduction.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The total GHG emissions during the 2005-06 academic year (the baseline)
- The total GHG emissions during the previous academic year
- The total amount of carbon offsets purchased during the performance period and a brief narrative description of the purchased carbon offsets
- A brief description of actions the institution has taken to reduce its greenhouse gas emissions
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have reduced their net GHG emissions. Using a baseline of AY 2005-06 allows all campuses the same reference point for measuring progress and provides a metric that is comparable between campuses of different sizes.

The GHG Protocol, developed by the World Resources Institute and the World Business Council for Sustainable Development, is the most widely-used international accounting tool for quantifying GHG emissions. It provides the accounting framework for nearly every GHG program and standard in the world, including the Chicago Climate Exchange and the California Climate Action Registry. Clean Air-Cool Planet’s Campus Carbon Calculator is consistent with GHG Protocol standards.

Scope 1 refers to an institution’s direct GHG emissions, such as the emissions from on-site fuel combustion. Scope 2 refers to emissions generated off-site in the production of energy that the institution purchases. This primarily means electricity but can also include steam and chilled water.

Green-e Climate, the Voluntary Climate Standard, and the Gold Standard are three organizations that provide third-party certification for carbon offsets. These standards provide assurance that offsets are real, measured, permanent, verified, and beyond business-as-usual GHG emission reductions.
**Discussion**

The version of this credit included in STARS 0.4 did not distinguish between on-site reductions and offset purchases. While some people supported the inclusion of offsets, others argued they should not be included at all. The current version of the credit includes standards that the offsets must meet in order to count. In addition, in this version of the credit, offsets can only be used to earn up to two out of five points.

Some reviewers and pilot participants suggested adding a point for conducting a greenhouse gas emissions inventory. AASHE is considering this suggestion.

More than any other credit, many people suggested that this credit should be worth more points. While AASHE is receptive to the suggestion, at this point, the focus is on developing credits. When the form and range of credits has been decided, AASHE will turn its focus to point allocation.

**Energy and Climate: Tier Two Credits**

1. Institution uses timers to regulate temperatures based on occupancy hours.
2. Institution uses motion, infrared, and/or light sensors to reduce energy use for lighting.
3. Institution uses LED lighting.
4. Institution has installed vending machine motion sensors.
5. Institution has engaged in energy-related performance contracting.
6. Institution uses more efficient fume hoods.
7. Institution has a centralized energy management system.
8. Institution uses geothermal energy.
Grounds
This section seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in all regions while using water wisely and without the use of harmful chemicals.

Discussion
The name and purview of this section has changed since STARS 0.4. The section was titled ‘Water and Landscape Management’ previously and covered both grounds and overall water usage. Based on feedback, the water usage credit was separated into building water usage, which is covered in the Buildings section, and irrigation water usage, which is covered in this section.

The previous draft of STARS included a credit that recognized institutions that mitigate 50% of stormwater falling on campus. Feedback indicated that the percentage of stormwater mitigated could be measured for one building but not for an entire campus. Since many schools take an institution-wide approach to managing stormwater, having a building-by-building standard would not be reasonable or applicable.

AASHE is interested in developing one or more credits that address stormwater, and such a credit may take the form of recognizing institutions that follow a set of best management practices. In this case, it is possible that some of the Tier Two credits related to stormwater management could be combined to form one or two Tier One credits.

Several comments also recommended developing credits that recognize landscaping with native plants, promoting biodiversity, and preserving undeveloped land on campus. AASHE is interested in addressing these issues and welcomes suggestions on the form such credits should take.

OP Credit 12: Organic Campus
Criteria
Institution applies to its grounds only pesticides and fertilizers that are allowable under the U.S. Department of Agriculture’s standards for organic crop production. For this credit, campus grounds do not include on-campus farms.

This credit does not apply to institutions with cultivated grounds comprising less than one percent of the institution’s total area.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The size of maintained grounds, in acres
- The URL where the organic campus policy is posted, if applicable
- A brief description of landscaping and pest-management strategies
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that are maintaining their grounds in accordance with organic standards. The U.S. Department of Agriculture has established a list of harmful and potentially harmful materials that cannot be used in organic operations. Many of these chemicals have been linked to human health problems, such as cancer. Exposure risks are especially pronounced for grounds staff and people with chemical sensitivities. In addition, chemicals applied to grounds can harm wildlife and contaminate ground and surface water supplies.

**Discussion**
In STARS 0.4 this credit was based on the Organic Materials Review Institute's (OMRI's) list of permissible fertilizers and pesticides. OMRI is an organization that tests materials to determine if products qualify for the USDA's organic standards. The credit was changed to be based on the USDA's organic standards list because it is more comprehensive and widely recognized.

Some institutions participating in the pilot period recommended changing this credit to allow for flexibility for pests that cannot be treated with organic approved pesticides. Other pilot participants suggested basing the credit on integrated pest management practices. AASHE is considering these suggestions and welcomes feedback on them.

**OP Credit 13: Non-potable Water Usage for Irrigation**

**Criteria**
Institution meets a specified percentage of its irrigation water needs with non-potable water.
- 1 pt: Institution meets 50 percent of its irrigation water needs with non-potable water.
- 2 pts: Institution meets 100 percent of its irrigation water needs with non-potable water.

This credit does not apply to institutions with cultivated grounds comprising less than one percent of the institution’s total area.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The volume of potable water used for irrigation, in acre feet
- The volume of non-potable water used for irrigation, in acre feet, by source (e.g., reclaimed water, harvested rainwater, gray water)
- A brief description of policies, strategies, and technologies in place to reduce potable water usage for irrigation
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that use non-potable water for irrigation. Irrigation is often the largest user of potable water on campuses. Institutions can substitute reclaimed water, gray water, and captured rainwater to supply their irrigation needs. Delivering and treating potable water requires a significant amount of energy. In addition, groundwater supplies are being depleted faster than they are being replenished in some places. Investing in water conservation and water re-use is also a prudent risk management strategy, as global warming is expected to increase strains on water supplies.
Discussion
The previous draft of STARS included a credit based on a three-year downward trend in irrigation water use OR meeting 100 percent of irrigation water needs from reclaimed water. The credit was changed to avoid penalizing schools that already have strong irrigation water conservation programs.

While it would be easier to achieve this credit if an institution reduces its potable water usage, a weakness of the current version of this credit is that it does not recognize such reductions in the absence of using non-potable water. AASHE is interested in finding standards for landscaping water usage that incorporate regional/climatic variations that could be used instead of this credit.

Grounds Tier Two Credits
1. Institution uses integrated pest management.
2. Institution landscapes with native plant species.
3. Institution protects, restores, and/or creates habitat on campus.
4. Institution inventories and maps all campus trees and other landscape assets.
5. Institution uses pervious paving.
6. Institution has bioswales, rain gardens, or other vegetated areas designed to filter stormwater runoff.
7. Institution follows best management practices for snow and ice removal.
Materials, Recycling, and Waste Minimization

This section seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills, which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. In addition, waste reduction campaigns can engage the entire campus community in contributing to a sustainability goal.

Discussion

This section no longer includes a credit about paper consumption; information about paper consumption is captured in the waste minimization credit. There are new credits for Electronics Recycling, Construction and Demolition Waste Diversion, and Hazardous Waste Minimization, as well as several new Tier Two Credits.

OP Credit 14: Waste Minimization

Criteria

Institution demonstrates a three-year downward trend in waste generated per capita. Total waste generation is measured by weight, and includes all materials recycled, composted, and disposed of as trash except construction, demolition, hazardous, universal and non-regulated chemical waste. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The weight in pounds of materials recycled, composted, and disposed of as garbage for each year
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to waste minimization
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have reduced waste generation over time. While other credits recognize the benefits of recycling, this credit acknowledges that reducing the use of materials in the first place and lessening the total amount of materials discarded offers significant environmental benefits.

Using a trend rewards institutions for improving their performances without unfairly penalizing institutions with characteristics that may lead to higher levels of waste generation per capita, such as a high percentage of students living on campus.
Discussion
Based on feedback, this credit excludes special types of waste, such as hazardous and construction waste, which are included in separate credits. Despite concerns with trend-based indicators, this credit is based on a trend in response to feedback suggesting that waste generation is influenced strongly by several factors (including research laboratories and percentage of students living on campus) for which STARS is, at this point, unable to control. AASHE welcomes suggestions on whether and how to change this credit so it is not based on a trend.

OP Credit 15: Waste Diversion

Criteria
Institution achieves a specified landfill diversion rate.

- 1 pt: Institution achieves a 15 percent diversion rate.
- 2 pts: Institution achieves a 35 percent diversion rate.
- 3 pts: Institution achieves a 50 percent diversion rate.

Landfill diversion rate is calculated by dividing the weight of materials diverted from the landfill or incinerator by the sum of the weight of materials sent to a landfill or incinerator and the weight of the materials diverted from the landfill or incinerator.

For this credit, calculations do not include construction, demolition, hazardous, universal, and non-regulated chemical wastes. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition.

‘Materials diverted from the landfill or incinerator’ includes any solid waste that was destined for disposal in a municipal waste landfill or incinerator but was diverted by recycling, composting, donating, re-selling, or reusing. ‘Materials sent to landfill or incinerator’ includes any solid waste that was sent for disposal in a municipal waste landfill or incinerator.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The weight in pounds of materials recycled, composted, reused, donated, re-sold, or otherwise diverted
- The weight in pounds of materials disposed in a solid waste landfill or incinerator
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and information for the responsible party

Guidance
This credit recognizes institutions that have achieved significant diversion rates. Diversion rate is a common measurement used to evaluate the success of waste reduction efforts.

Discussion
This credit is no longer based on a three-year downward trend, but is instead based on achieving an absolute diversion rate, which is informed by years of data collected by campuses and thus provides a more comparable metric about an institution’s performance.
OP Credit 16: Construction and Demolition Waste Diversion

**Criteria**
Institution diverts at least 75 percent of its non-hazardous construction and demolition waste from the landfill and/or incinerator. Soil and organic debris from excavating or clearing the site do not count for this credit. The diversion rate is calculated by dividing the weight or volume of materials recycled, donated, or otherwise recovered by the sum of the weight or volume of materials landfilled or incinerated and the weight of materials recycled, donated, or otherwise recovered.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The weight in pounds or volume in cubic yards of construction and demolition materials recycled, donated, or otherwise recovered
- The weight in pounds or volume in cubic yards of construction and demolition materials landfilled or incinerated
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that have diverted at least 75 percent of their construction and demolition wastes. Construction and demolition is a significant source of waste that falls outside of an institution’s standard waste stream and may be handled by a separate contractor or waste hauler. This credit is similar to the Materials and Recycling Credit 2.2: Construction Waste Management in the Leadership in Energy and Environmental Design (LEED) for New Construction rating system.

**Discussion**
This credit was added based on feedback suggesting construction and demolition is a significant source of waste that should be addressed separately from the standard waste stream.

OP Credit 17: Electronic Waste Recycling Program

**Criteria**
Institution has a comprehensive electronic waste (e-waste) recycling and/or reuse program. The program includes collecting all institution-owned electronic products and, at least annually, electronic materials from students. All of the e-waste collected is refurbished, donated, or recycled domestically.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The weight in pounds, volume in cubic yards, or number of electronic materials collected for reuse or recycling
- The destination(s) for collected materials
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other components of institution’s e-waste program
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that have e-waste recycling and/or reuse programs. E-waste typically contains toxic components, such as lead and mercury, that can contaminate soil and groundwater, and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or re-sold at reduced cost to non-profit organizations and community groups. Domestic recycling helps to make sure workers’ basic safety is protected and environmental standards are met.

**Discussion**
This credit was added based on feedback suggesting electronic materials are a significant source of waste that should be addressed separately from the standard waste stream.

Several institutions participating in the STARS pilot project suggested separating institution-generated electronics from student-generated electronics. AASHE is considering making that change.

**OP Credit 18: Hazardous Waste Minimization**

**Criteria**
Institution tracks and safely disposes of all hazardous, universal, and non-regulated chemical waste.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- The total pounds of chemical waste shipped to outside vendors, and whether or not the weight includes containers and packaging
- The total pounds of radioactive waste removed from institution
- The total pounds of biological/medical waste shipped to outside vendors
- A brief description of institution’s hazardous waste disposal policies and activities
- The number of regulatory visits or audits from EPA, NRC, DOT, OSHA, and other federal regulatory agencies during the previous year
- The total number and cost of federal violations
- The number of regulatory visits or audits from state and local agencies during the previous academic year
- The total number and cost of state and local violations
- A brief description of policies, programs, and other initiatives institution has taken to reduce hazardous, universal, and unregulated chemical waste, and the impact of those initiatives
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that track and safely dispose of all hazardous, universal, and non-regulated chemical waste. These waste streams can be particularly dangerous to human health and wildlife.
Discussion
This credit was developed in response to a strong desire to address safe handling and disposal of hazardous materials. However, the credit at this point is focused on data gathering. AASHE is considering developing a credit that is based on best management practices for reducing the use of and safely handling hazardous, universal, and un-regulated waste, and welcomes suggestions on how to best accomplish this.

Materials, Recycling, and Waste Minimization: Tier Two Credits
1. Institution has a pre-consumer food waste composting program.
2. Institution has a post-consumer food waste composting.
3. Institution composes yard waste.
4. Institution has a surplus department or office supplies exchange that facilitates reuse of materials.
5. Campus dining operations offer discounts for reusable mugs.
6. Institution has replaced paper materials, such as course catalogs, registration, and directories, with online alternatives.
7. Institution limits free printing in computer labs and libraries.
8. Campus dining operations use bulk condiment dispensers and decreased packaging for to-go food service purchases.
9. Institution has a program to reuse chemicals.
Purchasing
This section seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Discussion
The Purchasing section no longer includes a credit based on having an environmentally preferable purchasing policy. Feedback suggested that STARS should measure purchasing decisions rather than policies.

STARS 0.4 also included a credit that was based on a three-year upward trend in environmentally preferable purchasing. In addition to the concerns associated with using trend-based data, several people suggested that environmentally preferable purchasing was too difficult to measure and broad. Based on this suggestion, the current draft of STARS focuses on key areas where clear socially or environmentally preferable alternatives exist.

This section also no longer contains credits for food procurement, as those topics are now covered by the Dining Services section.

Reviewers have had different opinions on how to fairly request data, given the decentralized nature of purchasing that is common among colleges and universities. In this draft of STARS, credits only apply to purchases for which the institution has a central mechanism for tracking. AASHE has received feedback suggesting that limiting the purview of the credits to centrally tracked purchases may render the credits meaningless if, for example, an institution meets the criteria for the five percent of its total purchases that are centrally tracked and doesn't meet the criteria for the other 95 percent of its purchases.

AASHE is considering establishing an applicability or eligibility threshold as a strategy to overcome this shortcoming. If the credit included an applicability threshold, credits would only apply to schools that have a mechanism for tracking at least 75 percent (or another level) of their total purchases. Alternately, the applicability thresholds could be credit-specific, so that if a school has an institution-wide paper procurement contract, for example, and tracks more than a specified percentage of its paper purchases, the paper purchasing credit would apply.

Under an applicability threshold approach, however, two schools with identical purchasing behavior would be treated differently depending on whether or not they track purchases. If both institutions' purchases would qualify for the credit, the school with a tracking mechanism would be recognized while the school without a central tracking mechanism would not. If neither school's purchases would qualify for the credit, the school with the tracking mechanism would not earn the points, which would decrease its overall sustainability score. The credit would not apply to a school without a central tracking mechanism, so its overall sustainability score would benefit from excluding these credits.
An eligibility threshold, on the other hand, would require that schools track a certain percentage of their purchases in order to be recognized by the credit, and the credit would apply to all institutions. However, given the decentralized nature of purchasing for many colleges and universities, this standard may be unrealistic. AASHE welcomes feedback on how to address this issue.

**OP Credit 19: ENERGY STAR Purchasing**

*Criteria*
Institution purchases ENERGY STAR qualified products, or the equivalent, for all product categories covered by the program. This credit applies to all purchases that the institution has a central mechanism for tracking.

For this credit, non-certified products that are equally or more efficient than similar ENERGY STAR qualified products are considered "equivalent."

*Documentation*
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the ENERGY STAR policy, or equivalent, is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the ENERGY STAR requirement, if available
- A brief description of steps institution has taken to ensure that it purchases only ENERGY STAR qualified or equivalent products when applicable
- The number of ENERGY STAR products institution purchased and dollars spent on ENERGY STAR products
- The institution’s total expenditures
- The value of expenditures institution has a central mechanism for tracking
- The percentage of expenditures on products covered by ENERGY STAR that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

*Guidance*
This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing ENERGY STAR qualified products or the equivalent, when available. The ENERGY STAR program, which is administered by the U.S. Environmental Protection Agency and U.S. Department of Energy, is a leading standard for energy efficiency for more than fifty product categories, including appliances, heating and cooling, electronics, lighting, food service, and office equipment. Relative to non-qualified products, ENERGY STAR products use 25 to 50 percent less energy, have extended product lives and decreased maintenance costs, and do not compromise quality or performance.

More information about ENERGY STAR is available at [www.energystar.gov](http://www.energystar.gov).

**OP Credit 20: EPEAT Purchasing**

*Criteria*
Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver registered products, or the equivalent, for all products covered by the standard. This credit applies to all purchases that the institution has a central mechanism for tracking.

For this credit, non-registered products that meet EPEAT Silver criteria are considered "equivalent."
Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The URL where the EPEAT policy, or equivalent, is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the EPEAT requirement, if available
- A brief description of steps institution has taken to ensure that it purchases only EPEAT Silver or equivalent products when applicable
- The number of EPEAT products institution purchased and dollars spent on EPEAT Silver (or higher) products
- The percentage of expenditures on products covered by EPEAT that the institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing EPEAT Silver products or the equivalent, when applicable. EPEAT, which was developed by the Zero Waste Alliance with a grant from the U.S. Environmental Protection Agency, incorporates energy efficiency, the reduction and elimination of environmentally sensitive materials, materials selection, design for end-of-life, product longevity and life cycle extension, end-of-life management, corporate performance, and packaging characteristics of products into its evaluation criteria.

More information about EPEAT is available at www.epeat.net.

Discussion
Based on feedback suggesting that Bronze standards are not rigorous enough, the credit has changed to require Silver registered products.
OP Credit 21: Purchasing Green Cleaning Products

Criteria
Institution purchases environmentally preferable cleaning products, as outlined below. This credit applies to all purchases that the institution has a central mechanism for tracking.

All cleaning products are certified by, or meet the criteria required for certification, for the appropriate product categories as outlined below.

For cleaning products
- Green Seal GS-37 Environmental Standard for General-Purpose, Bathroom, Glass, and Carpet Cleaners Used for Industrial and Institutional Purposes
- Environmental Choice CCD-110 for Cleaning and De-greasing Compounds
- Environmental Choice CCD-146 for Hard Surface Cleaners
- Environmental Choice CCD-148 for Carpet and Upholstery Cleaners

For disinfectants, metal polish, floor finishes, strippers, and other products not covered by the standards outlined above
- Green Seal GS-40 Environmental Standard for Industrial and Institutional Floor-Care
- Environmental Choice CCD-112 for Biological Digestion Additives for Cleaning and Odor Control
- Environmental Choice CCD-113 for Drain and/or Grease Trap Additives
- Environmental Choice CCD-115 for Odor Control Additives
- Environmental Choice CCD-147 for Floor Care Products

Institutions with contracted cleaning and/or painting services qualify for this credit if the use of only the products specified above is specified in their contracts and their contractors use only these products.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the Green Seal, Environmental Choice, or equivalent policy is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the green cleaning product requirement, if available
- A copy or relevant sections of the cleaning and/or painting services contract(s), if applicable
- A brief description of steps institution has taken to ensure that it purchases only Green Seal, Environmental Choice, or equivalent cleaners and floor care products
- The percentage of expenditures on cleaning products that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party


**Guidance**
This credit recognizes institutions that are purchasing green cleaning products. Many traditional cleaning products contain toxins that harm human health and the environment. Exposure impacts are pronounced for cleaning staff and individuals with chemical sensitivities. To maintain consistency between rating systems, this credit is similar to the LEED for Existing Buildings’ Environmental Quality Credits 3.4-3.6: Green Cleaning: Purchase of Sustainable Cleaning Products and Materials.

Green Seal certification is administered by an independent non-profit organization that develops science-based certification criteria specific to several product categories and services. The certification system recognizes products that improve health and wellbeing, reduce toxic pollution and waste, conserve resources and habitats, and minimize global warming and ozone depletion. More information about Green Seal is available at [www.greenseal.org](http://www.greenseal.org).

Environmental Choice is administered by EcoLogo, North America’s oldest environmental standard and certification organization. The certification system was launched by the Canadian federal government in 1988. Environmental Choice meets ISO 14024 standard for Type I (third-party certified, multi-attribute) environmental labels. More information about Environmental Choice is available at [www.ecologo.org](http://www.ecologo.org).

**Discussion**
The previous version of STARS included a credit that recognized schools that purchased Green Seal certified products for all product categories that are covered by the certification. AASHE received feedback suggesting that requiring Green Seal certification for some product categories may not be appropriate given the limited availability of certified products for some product categories. In addition, there are alternate third-party certifications that cover similar products that should be considered. For consistency with LEED EB standards, this credit includes both Green Seal and Environmental Choice certification.

**OP Credit 22: Environmentally Preferable Paper Purchasing**

**Criteria**
Institution purchases or has a policy to purchase only environmentally preferable copy paper and bathroom paper products. For this credit, environmentally preferable paper meets one of the following criteria.

- 100 percent post-consumer recycled content and processed chlorine free or
- Certified by the Forest Stewardship Council (FSC) and total chlorine free or
- 100 percent tree-free material or
- Any combination of the above such that 100 percent of the paper is comprised of environmentally preferable materials.

This credit applies to all purchases that the institution has a central mechanism for tracking. The environmentally preferable paper purchasing requirement may be a stand-alone policy or part of a broader policy.
**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the environmentally preferable paper policy is posted, if available
- Product information for centrally-tracked paper purchases
- A brief description of steps institution has taken to ensure that only environmentally preferable paper is being purchased
- The percentage of expenditures on paper that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are purchasing environmentally preferable paper products. The use of environmentally preferable paper helps conserve forests, water, and energy; prevents pollution; and helps to protect biodiversity. FSC certification is the most widely used social and environmental standard for pulp and paper products made from virgin fibers. More information about FSC is available at www.fsc.org. Tree-free paper is made of alternative fibers that tend to grow rapidly, so harvesting these materials tends to have a smaller environmental impact than harvesting trees.

**Discussion**
This previous version of this credit stipulated that paper be made with at least 50 percent post-consumer waste. Feedback suggested raising the threshold to 100 percent post-consumer waste. The revised credit incorporates this change.

Participants in the STARS pilot project have suggested separating this credit into multiple credits or points to distinguish between different types of paper (office/copy paper, bathroom tissue, paper napkins and towels, and specialty paper).

**OP Credit 23: Environmentally Preferable Furniture Purchasing**

**Criteria**
At least 50 percent of institution’s furniture expenditures go towards products that meet **at least one** of the following criteria.
- Product contains at least 10 percent post-consumer or 20 percent post-industrial material, or
- Product contains at least 70 percent of salvaged materials, or
- Product contains at least 50 percent rapidly renewable material, or
- Product contains at least 50 percent Forest Stewardship Council (FSC)-certified wood, or
- Product contains at least 50 percent material harvested/extracted and processed within 500 miles of the institution

This credit applies to purchases that the institution has a central mechanism for tracking.

A single piece of furniture can be counted more than once if it meets multiple criteria. For example, a $100 chair made with 50 percent FSC-certified wood that was harvested and manufactured within 500 miles of the institution would count for $200 in environmentally preferable furniture purchases.
**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- Total expenditures on environmentally preferable furniture, and the criterion or criteria the furniture meets
- Total furniture expenditures
- A brief description of categories of furniture purchased
- A brief description of programs, policies, or strategies to purchase environmentally preferable furniture
- The percentage of total furniture expenditures that are centrally tracked, if known
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that purchase environmentally preferable furniture. From beds and picnic tables to lab benches and desks, higher education institutions spend a significant amount of money on furniture. For consistency across rating systems, this credit is similar to the LEED for Existing Buildings Materials and Resources Credit 2.2 Sustainable Purchasing – Durable Goods, furniture.

There are several options or environmental attributes that make furniture environmentally preferable. Making furniture with post-consumer or post-industrial waste or salvaged materials conserves energy, reduces waste, and mitigates the need to extract virgin materials, such as trees and metal. Using rapidly renewable materials tends to have a smaller environmental impact than using materials that take longer to renew, such as petroleum and old growth wood. FSC-certification is a rigorous third-party certification system that rewards sustainably managed forests. Locally grown and manufactured products have smaller transportation-related environmental impacts and help support local economies.

**Discussion**

This credit was not included in STARS 0.4 and was added based on suggestions that furniture constitutes a notable portion of purchases for institutions, and that environmentally preferable furniture options exist.

**OP Credit 24: Vendor Code of Conduct**

**Criteria**

Institution has and acts on a vendor code of conduct that sets expectations about the social and environmental responsibility of vendors with whom the institution does business.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the vendor code of conduct is posted or a copy of the code
- The date the vendor code of conduct was adopted
- A brief description of programs and strategies institution has implemented to ensure the code is followed
- A brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that have taken proactive steps to ensure that their vendors meet minimum standards of environmental and social responsibility.

**Discussion**
This credit was included as a Tier Two credit in the previous draft version of STARS. AASHE has upgraded it to a Tier One credit in light of its significance in ensuring that an institution’s vendors meet the values of the institution.

In addition, STARS 0.4 included a credit that recognized schools that have a policy requiring contractors to pay employees who work on campus a living wage, which is not included in this document. A vendor code of conduct allows institutions to use broader criteria to screen vendors.
Transportation
This section seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems, including heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities proximate to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems. Furthermore, at times these activities are accompanied by human rights abuses and the profits from fossil fuel purchases may support hostile and/or repressive governments. At the same time, campuses can reap benefits from implementing sustainable changes to their transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large paved surfaces, which can help campuses better manage storm water. Also, institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

OP Credit 25: Fleet Greenhouse Gas Emissions
Criteria
Institution’s motorized fleet emits specified levels of greenhouse gases per passenger mile traveled.

- 1 pt: 0.5 or fewer pounds of carbon dioxide equivalent (CO₂e) per passenger mile traveled.
- 2 pts: Zero pounds of CO₂e per passenger mile traveled (carbon neutral fleet).

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles. Fleet emissions should be calculated in a way that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards. Only emissions generated directly by vehicle operation are counted in this credit, and carbon offsets may not be applied to this credit.

To calculate passenger miles traveled by each vehicle, multiply the number of miles each vehicle traveled by that vehicle’s average occupancy. Fleet passenger miles are calculated by taking the sum of the passenger miles traveled by each vehicle in the fleet. If regular vehicle occupancy data are unavailable, data may be gathered by a survey conducted during regular school session, as long as the survey incorporates seasonal, weekend, and out-of-session variability.

This credit does not apply to institutions without a motorized fleet.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The total number of passenger miles traveled by vehicles in the institution’s fleet
- The greenhouse gas emissions from institution’s fleet in pounds of CO₂e
- A brief description of institution’s methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce its fleet emissions
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that use cleaner fuels, fuel efficient vehicles, and/or multi-passenger vehicles. Institutions can help shape markets by creating demand for more efficient vehicles and cleaner fuels. In addition, institutions can realize efficiencies by increasing the number of passengers per vehicle.

The credit measures fleet greenhouse gas emissions in terms of passenger miles traveled to prevent penalizing institutions that operate shuttles. For context, 0.5 pounds of CO$_2$E per passenger mile is roughly twice as efficient as the average single occupancy vehicle.

The GHG Protocol, administered by the World Business Council for Sustainable Development (WBCSD) and the World Resources Institute (WRI), is the most widely-used international accounting tool for quantifying greenhouse gas emissions and it provides the accounting framework for nearly every greenhouse gas standard and program in the world.

**Discussion**
STARS 0.4 included a credit based on a three-year downward trend in fleet greenhouse gas emissions. In order to avoid disadvantaging already high achieving schools and schools that recently began shuttles or van services with multiple passengers, this credit was changed to be based on achieving a specified level of greenhouse gas emissions and is normalized per passenger mile.

Several institutions participating in the pilot project suggested separating campus fleet into transit vehicles and single-passenger vehicles. AASHE is considering this suggestion and welcomes feedback on what form the revised credits should take.

**OP Credit 26: Commute Modal Split**

**Criteria**
A specified percentage of the institution’s faculty, staff, and students get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

- 1 pt: More than 25 percent of institution’s population primarily uses preferable modes of transportation.
- 2 pts: More than 50 percent of institution’s population primarily uses preferable modes of transportation.
- 3 pts: More than 95 percent of institution’s population primarily uses preferable modes of transportation.

Commute modal split data may be gathered anytime within the last five years. If data for faculty, staff, and students were collected separately, they may be aggregated based on full-time equivalent populations.
**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- The percentage of institution’s population walking, bicycling, or using other non-motorized means as their primary method of transportation
- The percentage of institution’s population van or car pooling as their primary method of transportation
- The percentage of institution’s population riding campus shuttle as their primary method of transportation
- The percentage of institution’s population driving alone as their primary method of transportation
- The URL for institution’s transportation sustainability website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions where a significant portion of the campus community uses preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system.

**OP Credit 27: Commuter Options**

**Criteria**
Institution meets the criteria for being recognized by the Best Workplaces for Commuters program.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- A brief list of incentives for preferable modes of transportation that demonstrate how the institution meets the Best Workplaces for Commuters guidelines
- If not designated as a Best Workplace for Commuters, an explanation of why not.
- The date of Best Workplaces for Commuters designation, if applicable
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge contact information for the responsible party

**Guidance**
This credit recognizes institutions with strong programs in place to encourage employees to use preferable modes of transportation. The National Standard of Excellence in commuter benefits, developed by the U.S. Environmental Protection Agency, is used to determine whether employers qualify for designation under the Best Workplaces for Commuters program. To encourage their employees to bike, walk, carpool, or take mass transit to and from campus, institutions can implement a variety of programs, incentives, and facilities. Examples of such tools include transit subsidies, bicycle facilities, awards programs, and parking incentives for carpoolers.

More information about the Best Workplaces for Commuters Program is available at [www.bestworkplaces.org](http://www.bestworkplaces.org).

**OP Credit 28: Air Travel**

**Criteria**
Institution calculates greenhouse gas emissions from institution-funded air travel.
**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- The greenhouse gas emissions from air travel in pounds of CO₂ equivalent
- A brief description of institution’s methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce emissions from air travel
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are measuring greenhouse gas emissions from institution-funded air travel. Air travel is a significant contributor to global climate change but often is excluded from emissions inventories due to data collection and emissions calculation challenges. In addition, while there are viable alternatives for many other greenhouse gas emissions sources, there are fewer comparable alternatives for air travel. This credit aims to foster creative solutions to reducing air travel emissions.

**Guidance**
This credit was added to STARS since the previous draft in response to suggestions that air travel should be included since it has large impacts that are not included in greenhouse gas emissions covered by STARS. While the credit is based only on measuring emissions, the documentation section requests information about steps the institution has taken to reduce air travel emissions in order to gather information, identify best practices, and facilitate information sharing.
Administration and Finance Credits

Discussion
This category combines many of the sections and credits included in the Governance and Finance category and the Social Responsibility and Community Engagement category of the previous draft version of STARS.

STARS 0.4 included a section called ‘Institutional Commitment’ that is not included in this version; the credits from that section are now part of the Sustainability Infrastructure or Planning sections. STARS 0.4 also included sections called ‘Affordability and Social Mobility’ and ‘Fair Labor Practices.’ Some of these credits have been eliminated from STARS and others have been incorporated into three new categories: Human Resources, Trademark Licensing, and Diversity, Access, and Affordability.

The previous draft of STARS included a section for ‘Sustainability Funding.’ In this version, funding information is requested in the Introductory Institutional Information section to help better understand an institution’s sustainability performance, but sustainability funding alone does not qualify an institution for any credits. Despite its importance and desirability, funding is more a process than an outcome. Schools could have great outcomes with little funding and small outcomes with great funding. Also, AASHE found it difficult to design a strong credit around sustainability funding.

AASHE received mixed feedback about the inclusion of credits that focus on the social dimensions of sustainability. While several people felt STARS should focus exclusively on environmental metrics, other reviewers welcomed the inclusion of social credits. In response to this mixed feedback, AASHE has revised many of the social credits to better align with corporate sustainability reporting standards. For additional background on AASHE’s understanding of sustainability and the inclusion of social credits, please see the ‘Understanding Sustainability’ section on page 5 of this document.

AF Prerequisite 1: Sustainability Committee

Criteria
Institution has a standing sustainability committee or other entity that meets at least once per semester or term. The committee advises on and/or implements policies and programs related to sustainability. The committee has multi-stakeholder representation, which means its membership includes students, faculty, and staff, and may include other interested parties. The committee may be an informal group or officially appointed by the institution’s administration.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of the committee’s purview and activities
- The committee membership, including affiliations
- The committee meeting schedule
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**

This prerequisite ensures that schools have a committee or other body in place to advise and/or implement policies and programs related to sustainability. Having an organized group of people working on the issue is fundamental in making progress towards sustainability.

Having a sustainability committee signals an institution's commitment to sustainability. A sustainability committee may help share the workload related to sustainability, promote sustainability efforts and achievements, and develop innovative solutions to address environmental and social concerns.

The committee should have student, staff, and faculty representation in accordance with the sustainability principle of shared governance. In addition, multi-stakeholder involvement provides educational opportunities for all sectors of the campus community and may help foster broader community engagement.

**Discussion**

The sustainability committee prerequisite included in the previous version of STARS stipulated that the committee be formally appointed. Several reviewers suggested that informal committees can be very effective. In addition, mandating that schools have a formal committee may create a significant barrier to participating in STARS. The revised credit included in this draft allows for informal committees.

Some reviewers suggested that requiring a committee was too prescriptive and that schools could achieve the same outcomes as a committee through other mechanisms. Most reviewers, however, felt that having a committee, whether formal or informal, with representation from across the institution was crucial to making progress and having a collaborative effort. AASHE welcomes suggestions for how to modify this prerequisite to allow for greater flexibility while still ensuring that representatives from throughout the campus are involved in helping to shape sustainability policies or programs.
Investment
This section seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and community engagement. Furthermore, institutions can support the development of sustainable products and services by investing in these industries. Likewise, they can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Discussion
AASHE received feedback indicating that the credits in this section wouldn't apply to all institutions. The credits now include an applicability standard so schools without an investment pool will not be penalized.

AF Credit 1: Investment Transparency

Criteria
Institution makes a snapshot of its investment pool and proxy voting records (including abstentions) publicly available on the internet. The snapshot and voting records are updated at least annually. The snapshot includes a listing of all direct investments and a summary of amount held in all other asset classes, including names of all funds held.

STARS uses the definition of “investment pool” used by the National Association of College and University Business Officers (NACUBO) in their annual endowment survey: "the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies." This may include funds managed by a foundation associated with the institution.

This credit does not apply to schools that do not have an investment pool.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The URL of the website where the information is available
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that make information about their investments publicly available. Investment transparency contributes to an open exchange of information, which is consistent with the mission of higher education. Making the information available publicly enables discussion about whether the institution's investment decisions reflect a commitment to sustainability.
**AF Credit 2: Committee on Investor Responsibility**

**Criteria**
Institution has a formally established and active body that makes recommendations to the Board of Trustees, or sub-committee thereof, on responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and other interested parties.

*This credit does not apply to schools that do not have an investment pool.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of its purview and activities
- The membership of the committee, including affiliations
- The meeting schedule of the committee
- A summary of committee’s activities or annual report
- The URL of committee’s website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

**AF Credit 3: Screening for Negative Investments**

**Criteria**
Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g., tobacco or weapons manufacturing) or participating in a divestment effort (e.g., companies operating in South Africa during apartheid). The negative screen includes selling all affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

*This credit does not apply to schools that do not have an investment pool.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:

- The date of the most recent screening
- The industry or industries excluded from investments
- The divestment efforts in which school participated in the past three years
- A copy of letters sent to fund managers encouraging divestment or negative screening
- The value of holdings identified and sold due to the screen (Optional)
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**

This credit recognizes schools that withhold investments from companies or industries that are particularly unsustainable. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company’s reputation that may result from unsustainable corporate behavior.

**Discussion**

The version of this credit included in STARS 0.4 did not include a provision for funds in which the institution holds assets. AASHE received feedback suggesting that because many institutions hold a significant portion of their assets in funds and not direct holdings, the screen should address funds as well as direct holdings. The revised credit stipulates that in addition to selling affected direct holdings, institutions must write a letter to fund managers requesting that they do the same.

**AF Credit 4: Positive Sustainability Investments**

**Criteria**

Institution invests in any of the following: sustainable industries, such as renewable energy or sustainable forestry; businesses with exemplary sustainability performances; a sustainability investment fund, such as a community development financial institution (CDFI) or a renewable energy investment fund; and/or a socially responsible mutual fund with positive screens. A positive screen means that the fund managers select businesses based on positive social and environmental performance. Investment in a socially responsible mutual fund with only negative screens (i.e., excluding egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

- 1 pt: Up to 5 percent of the institution's investment pool is invested positively to advance sustainability.
- 2 pts: Between 5 and 15 percent of the investment pool is invested positively to advance sustainability.
- 3 pts: 15 to 30 percent of the investment pool is invested positively to advance sustainability.
- 4 pts: More than 30 percent of the investment pool is invested positively to advance sustainability.

*This credit does not apply to schools that do not have an investment pool.*

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The investment pool's total value
- The amount invested directly in sustainable industries and the names of the corresponding companies
- The amount invested in sustainability investment funds, including CDFIs, and the names of the funds
- The amount invested in positively screened mutual funds and names of the funds
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance
This credit recognizes institutions that seek positive investments that promote sustainability. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services.

Investing in CDFIs promotes the sustainability principle of helping provide credit to individuals and communities who are under-served by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities.

This credit uses percentage of total investment pool to provide a metric that is comparable between campuses, without penalizing smaller investors. In addition, using a percentage allows institutions to track their progress over time.

Discussion
Based on feedback suggesting higher levels of investment in positive funds should be rewarded with additional points, this credit is now worth multiple points.

AF Credit 5: Shareholder Engagement

Criteria
Institution filed or co-filed one or more shareholder resolutions that address sustainability, or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

This credit does not apply to schools that do not have an investment pool.

Documentation
Complete the online STARS submittal form for this credit. The form requests

- A copy of correspondence with the companies that was sent during the previous three academic years
- A copy of the relevant shareholder resolutions that were filed or co-filed during the previous three academic years
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that engage with companies in which they hold investments to address social and environmental responsibility. Filing and co-filing shareholder resolutions and directly communicating with the companies in which the school is invested can be important tools in improving the sustainability performance of those businesses.

Discussion
This credit was added in response to a suggestion that shareholder engagement can be a powerful tool for advancing sustainability.

Investment: Tier Two Credits
1. Institution has a responsible investment policy.
Planning
This section seeks to recognize institutions that have incorporated sustainability into their primary campus plans and those that have developed plans to move towards sustainability. Strategic and master plans guide an institution and its physical campus. These important documents establish an institution’s priorities and influence budgeting and decision-making for the institution. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

AF Credit 6: Strategic Plan
Criteria
Institution’s current formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The strategic plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a master plan (which is covered in AF Credit 7) nor an independent sustainability plan (which is covered in AF Credit 8) counts for this credit.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the strategic plan (and amendment, if applicable) is posted
- The date the strategic plan or amendment was adopted
- A brief description of how the strategic plan or amendment addresses the environmental, social, and economic dimensions of sustainability
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic plans. The strategic plan is the premier guiding document for an institution; it shapes the institution’s priorities and guides budgeting and policy making. Including sustainability at a high level in the plan signals an institution’s commitment to sustainability and may help infuse an ethic of environmental and social responsibility throughout the campus community.

Discussion
The previous version of this credit did not include a provision for allowing sustainability to be included in an amendment to the strategic plan. Based on feedback noting that strategic plans are updated infrequently and recognizing amendments would offer valuable flexibility to the credit, AASHE added a provision about amendments to the credit.
**AF Credit 7: Master Plan**

**Criteria**
Institution’s current master plan or equivalent guiding document includes sustainability at a high level. The master plan covers the institution’s entire physical campus.

An amendment to the master plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in AF Credit 6) nor an independent sustainability plan (which is covered in AF Credit 8) counts for this credit.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the master plan (and amendment if applicable) is posted
- The date the master plan or amendment was adopted
- A brief description of how the master plan or amendment includes sustainability
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their master plans. An institution’s master plan shapes the development and maintenance of its physical campus. Incorporating sustainability into the campus master plan may help an institution realize sustainability objectives when making decisions about its facilities.

**Discussion**
Similar to **AF Credit 6: Strategic Plan**, the previous version of this credit did not include a provision for allowing sustainability to be included in an amendment to the master plan. Based on feedback noting that strategic plans are updated infrequently and recognizing amendments would offer valuable flexibility to the credit, AASHE added a provision about amendments to the credit.

**AF Credit 8: Sustainability Plan**

**Criteria**
Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The URL where the sustainability plan is posted
- The date the sustainability plan was adopted, if applicable
- A brief description of the sustainability plan and a summary of progress toward achieving plan objectives.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance
This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution’s stakeholders to learn what it takes to become sustainable, using the campus as a laboratory. A sustainability plan provides a road map for achieving sustainability and may help guide decision-making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices.

There are benefits from formal and informal plans. A formal plan signals institutional commitment to sustainability. An informal plan provides an avenue for sustainability advocates to articulate a bold sustainability vision and provides a framework for the institution to discuss its sustainability performance and goals.

Discussion
The previous version of STARS included a Tier Two credit for having a sustainability plan. Several reviewers suggested moving the credit to Tier One due to its value in helping to develop goals and a plan for achieving those goals.

AF Credit 9: Climate Plan

Criteria
Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). A formal sustainability plan that includes climate change goals, strategies, and timeframes counts for this credit.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The URL where the climate plan is posted
- The date the climate plan was adopted
- A statement of the climate plan’s overall and short-term goals
- A brief description of progress toward achieving plan goals
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have developed a formal strategy to reduce their greenhouse gas emissions. Adopting a formal plan indicates the institution’s commitment to reducing its global warming impact. A climate action plan is a major component of the American College & University Presidents Climate Commitment. Since multiple facets of an institution’s operations can help reduce emissions, developing a climate action strategy can help an institution realize its sustainability goals as well as climate targets.

Discussion
STARS 0.4 included a credit that recognized schools that have signed the American College & University Presidents’ Climate Commitment (ACUPCC). Several reviewers noted that this could be viewed as a conflict of interest since AASHE is a co-coordinator of the ACUPCC. In addition, institutions that have developed climate plans and emissions reduction strategies outside of the ACUPCC should be recognized. The revised credit reflects those suggestions.
Sustainability Infrastructure
This section seeks to recognize institutions that have dedicated staff and other resources to sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainable changes within an institution.

AF Credit 10: Sustainability Officer
Criteria
Institution has a paid sustainability officer who addresses multiple issues. An employee who focuses on just one issue, such as a diversity officer or alternative transportation coordinator, would not count toward this credit.

- 1 pt: Any percentage of a paid staff member’s time is dedicated to coordinating sustainability initiatives and this responsibility is included in the individual’s job description.
- 2 pts: Institution has a full-time paid sustainability officer.
- 3 pts: Institution has a full-time paid sustainability officer with both academic and operational purview who reports directly to the institution’s president, a vice president, or equivalent.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The name, title, and brief job description of the sustainability officer.
- The office or department where the sustainability officer is housed and the position to whom the sustainability officer reports
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have devoted staffing resources to coordinating sustainability efforts. A sustainability officer may help an institution organize its sustainability efforts and realize its sustainability goals. Designating staff resources for sustainability coordination signals an institution’s commitment to sustainability. Making this task a full-time position signifies a stronger commitment. Likewise, having the officer report directly to a president or vice president and granting him or her academic and operational purview indicates the officer has a good deal of influence within the institution and that the institution prioritizes sustainability.

Discussion
The previous draft of STARS included a similar credit. Some reviewers suggested that sustainability staff levels required to earn this credit should be adjusted based on student population. AASHE is considering this suggestion and welcomes suggestions on optimal staffing levels.

AF Credit 11: Sustainability Recognition Program
Criteria
Institution has an awards program that recognizes sustainability achievements. Awards and recognition may be granted to individuals, buildings, departments, colleges, or other organizations within the campus community. Awards and recognition are publicized throughout the institution and are granted at least annually.
**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- The URL of the sustainability recognition program’s website
- A brief description of the sustainability recognition program
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that have a sustainability recognition program. Awards and recognition programs help advertise sustainability achievements and reward the people and/or entities that have spearheaded or supported sustainable changes. In addition, awards and recognition programs create an incentive for further improvement.

**Discussion**
This is a new credit that was not included in STARS 0.4. It was created in response to feedback suggesting that award programs are an important way to encourage participation in sustainability programs.

**AF Credit 12: Inter-Campus Collaboration on Sustainability**

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

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions.
- The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member
- A brief summary of additional ways the institution collaborates with other campuses to advance sustainability.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

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

**Discussion**
This credit was added to STARS for this version based on feedback suggesting that an important way that many schools contribute to sustainability is by sharing their best practices or experiences with other schools. Since there are many different forms collaboration can take, the current version of this credit recognizes many possible means of collaboration under one credit. AASHE welcomes feedback on how make the standards for earning this credit more rigorous, if appropriate.
**Sustainability Infrastructure: Tier Two Credits**

1. Institution has a sustainability communications, outreach, or education coordinator.
2. Institution has a recycling manager.
3. Institution has an energy manager.
4. Institution has an alternative transportation coordinator.
5. Institution has a sustainable food procurement coordinator.
6. Institution has a social responsibility and/or environmental justice coordinator.
7. Institution has an alumni sustainability fund.
8. Institution has an alumni sustainability network.
9. Institution has a student government position focused on sustainability (e.g., an environmental affairs commissioner).
10. Institution has a payroll deduction option for campus sustainability projects.
11. Institution is a signatory to Talloires Declaration.
12. Institution has a website describing its practices and efforts.
Community Relations and Partnerships
This section seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to feeding the homeless, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Discussion
This section includes several significant changes since the previous version. First, three new credits were added: Financial Incentives for Public Service Careers, Outreach & Partnerships Carnegie Designation, and Public Policy Engagement. Second, the previous version included a credit based on community service in job descriptions. The credit was eliminated due to feedback suggesting it was not necessarily meaningful and could be controversial. Finally, credits about the percentage of Federal Work Study funds that were spent on community service jobs have been deleted from this version of STARS. Feedback on these credits suggested that they may not be a meaningful way to measure an institution's commitment to community service. In addition, an institution's ability to spend Work Study funds on community service jobs is often dependent on the institution's location.

AF Credit 13: Community Service Infrastructure

Criteria
Institution has a permanent community service coordinator, office, or other mechanism in place to facilitate and promote community service participation.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the community service coordinator, including name, job title, job description, and the date the position was created, if applicable
- A brief description of the community service office including its mission, a brief summary of its activities, and the date it was founded, if applicable
- A brief description of other programs, policies, or systems in place to foster community service
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have devoted resources to encourage community service. Having a community service coordinator or office indicates institutional support for community service and helps facilitate participation.
Discussion
The previous version of this credit only recognized schools that have a community service coordinator. Reviewers noted that having a mechanism in place to facilitate community service participation is more important than having a coordinator specifically. The revised credit recognizes multiple approaches.

AF Credit 14: Student Participation in Community Service

Criteria
Institution engages a specified percentage of its student body in institution-organized or coordinated, unpaid community service activities, including, but not limited to, service that earns academic credit.

- 1 pt: Between 25 and 50 percent of the student body participates in community service.
- 2 pts: 50 to 90 percent of the student body participates in community service.
- 3 pts: Over 90 percent of the student body participates in community service.

For this credit, the student body does not include non-credit students.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the institution’s system for tracking community service participation
- The number of students participating in community service during the previous year
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have engaged a significant portion of their student body in community service, as measured by how widespread participation is at the institution. The credit focuses on institution-sponsored or coordinated community service activities because data on community service that is not institution-sponsored or coordinated is often unavailable.

AF Credit 15: Student Hours Contributed in Community Service

Criteria
Institution engages students in a specified number of hours of institution-organized or coordinated, unpaid community service per full-time equivalent student per year.

- 1 pt: Institution engages students in at least 1 and less than 5 hours of community service per full-time equivalent student per year.
- 2 pts: Institution engages students in 5 to 10 hours of community service per full-time equivalent student per year.
- 3 pts: Institution engages students in more than 10 hours of community service per full-time equivalent student per year.

For this credit, the student body does not include non-credit students.

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- The total number of hours students contributed to community service during the previous year
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance
This credit recognizes institutions whose students devote a significant amount of time to community service, as measured by the average amount of time students devote to community service per year. While AF Credit 14 measures the number of students participating in community service, this credit measures the amount of time students devote to community service. The credit focuses on institution-sponsored or facilitated community service activities because data on community service that is not institution-sponsored or coordinated is often unavailable.

Discussion
The previous version of STARS had a credit similar to AF Credit 14 that was based on the percentage of students engaged in community service. This credit was created in response to feedback suggesting that a credit based on hours spent conducting community service would be meaningful supplement to that credit, as together they would provide a better picture of the institution’s community service activities.

AF Credit 16: Financial Incentives for Public Service Careers
Criteria
Institution has financial incentives programs for graduates of JD and/or MBA programs who enter public service careers.

This credit does not apply to institutions that do not have a JD or MBA program.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of each of the institution’s loan repayment assistance or other financial incentive programs for MBA and JD programs
- The date the programs began
- A brief summary of the impact of the programs, including the number and percentage of graduates participating in the programs
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that offer incentives for their graduates to enter public service careers. The burden of paying off student loans can dissuade qualified graduates from seeking careers in public service, as these jobs tend to be lower paid. Offering financial incentives helps attract people to public service careers and can be a useful strategy in fulfilling shortages in high-need vocations.

Discussion
This credit was created for this version of STARS based on suggestions from reviewers.

AF Credit 17: Outreach & Partnerships Carnegie Designation
Criteria
Institution meets the criteria of the Carnegie Foundation for the Advancement of Teaching’s “Outreach & Partnerships” Elective Classification.
**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution meets the criteria for the Outreach & Partnerships designation (a Community Engagement Elective Classification).
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party.

**Guidance**

This credit recognizes institutions that meet the criteria for earning the Outreach & Partnerships Designation from the Carnegie Foundation for the Advancement of Teaching. This designation is given to “institutions that provided compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

To earn the Outreach & Partnerships designation, institutions must describe their community outreach programs, institutional resources provided to meet community needs, and examples of faculty scholarship associated with community partnerships.

**Discussion**

This credit was created for this version of STARS based on suggestions from reviewers.

**AF Credit 18: Public Policy Engagement**

**Criteria**

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, ordinances, for or against which the institution has advocated.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party.

**Guidance**

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

**Discussion**

This credit was created for this version of STARS based on suggestions from reviewers.
Diversity, Access, and Affordability

This section seeks to recognize institutions that are working to advance diversity, access, and affordability both on campus and in society at large. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental justice, society must work to address discrimination and promote equality. Higher education opens doors to opportunities that can help create a more equitable world. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to addressing diversity and promoting a culture of inclusiveness important components of creating an equitable society. In addition, a diverse student body, faculty, and staff provides a rich resource for learning and collaboration.

Discussion

This section has changed significantly since STARS 0.4, and includes credits and issues from the ‘Diversity’ and ‘Affordability and Social Mobility’ sections of the previous draft.

STARS 0.4 included credits that recognized schools with three-year upward trends in the following: faculty racial and ethnic diversity, under-represented group graduation rate, faculty gender diversity, administrator racial and ethnic diversity, and administrator gender diversity. AASHE received feedback that these credits create an unfair disadvantage for schools that have already made progress in creating a diverse campus community. In addition, several reviewers noted that diversity means different things to different schools, depending on their locations, histories, institution-types, and other factors. In this spirit, many reviewers felt that setting numerical targets for diversity was not appropriate. This section contains several new credits that recognize institutions that have programs and mechanisms in place to promote and celebrate diversity.

AASHE is interested in developing additional credits that are based on comparable metrics of having a campus culture of inclusiveness and welcomes feedback on what form those credits should take.

AF Credit 19: Diversity Committee

Criteria

Institution has a diversity committee or other body with broad stakeholder representation, including students and administrators, that meets at least once per semester or term, and is charged by the administration or board of trustees to advise on and implement policies and programs related to diversity on campus.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of the committee’s purview and activities
- The committee membership, including affiliations
- The committee meeting schedule
- The URL for the committee’s website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**

This credit recognizes institutions with active diversity committees charged by the administration or board of trustees. Having a diversity committee is an important first step in fostering dialogue about diversity issues on campus. An active diversity committee helps institutions develop, implement, and evaluate diversity policies. Drawing committee membership from students, faculty, staff, and other campus stakeholders helps foster broader participation in the conversation and helps ensure that the committee addresses diversity for all levels of the campus. In addition, serving on a diversity committee provides a valuable learning opportunity for involved students, faculty, staff, and others. Having an organized group of people working on the issue is fundamental in creating a campus culture that welcomes and respects diversity.

**Discussion**

While most reviewers supported maintaining this credit, which was included in STARS 0.4 as well, some reviewers said that institutions could have other mechanisms that achieve the same thing as a diversity committee. AASHE is open to considering other mechanisms and would be interested to hear more about what campuses are or could be doing to achieve the same things as a diversity committee.

**AF Credit 20: Diversity Officer**

**Criteria**

Institution has a diversity officer who reports to the president or provost, and has responsibility for directing or coordinating diversity initiatives. For institutions with 5,000 or fewer students, the diversity officer is at least 0.5 full-time equivalent. For institutions with more than 5,000 students, the diversity officer is full-time.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The name and title of the diversity officer
- The job description of the diversity officer
- The date the diversity officer position was created
- The title of the position to whom the diversity officer reports
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have a dedicated diversity officer. Dedicating staff time to diversity and inclusiveness and having the diversity officer report to a high-ranking administrator indicates institutional commitment to diversity. Having a dedicated diversity officer is a valuable way to support, address, and implement diversity policies and programs and create a culture of inclusiveness.

**Discussion**

STARS 0.4 included a credit that only recognized schools with a full-time diversity officer. Based on feedback suggesting that a full-time position may not make sense for all sizes and types of schools, the current version of the credit allows for part-time diversity officers to earn credit for schools with 5,000 or fewer students.
AF Credit 21: Non-Discrimination Policy

Criteria
Institution has a comprehensive non-discrimination statement that prohibits discrimination on the basis of race, ethnicity, culture, religion, national origin, sex, age, disability, sexual orientation, medical condition, gender identity, pregnancy, parental status, marital status, and veteran status.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A copy of the institution’s non-discrimination policy
- The date the policy was adopted
- A brief description of how the policy is implemented and/or upheld
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions with comprehensive policies that prohibit discrimination. A non-discrimination policy sets the tone for the institution about its commitment to respecting differences and not tolerating discrimination. A non-discrimination policy is an important foundation for ensuring equal treatment and respect for all within the campus community.

Discussion
A similar credit was included in the previous version of STARS. Some reviewers felt it should be a prerequisite instead of a credit. Others felt that it should remain a credit since the statement includes some classes or groups that are not always included in non-discrimination statements. In addition, since STARS strives to include points that recognize schools beginning their sustainability programs, this credit provides a valuable point of entry for many schools.

AF Credit 22: Diversity Plan

Criteria
Institution has a diversity plan or plans that cover the entire institution. The diversity plan may be a stand-alone document, part of the strategic plan, or a set of separate plans at the school or department level, as long as all areas of the institution are covered by a plan.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A copy of the diversity plan(s)
- The date(s) the plan(s) were adopted
- A brief description of the goals and strategies outlined in the plan(s) and progress made in achieving those goals
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that have developed plans to foster diversity on campus. Having a plan allows institutions to articulate their diversity vision and goals, and provides a roadmap for achieving those goals. Due to widespread differences between institutions, each college or university will have a unique approach to diversity. This credit allows institutions to pursue their own approaches to diversity and develop plans that are most appropriate for their circumstances.

**Discussion**
A similar credit that focused on department-level diversity plans was included in STARS 0.4. The current version of the credit allows for institution-wide plans to count in response to feedback suggesting that alternate approaches should be recognized.

**AF Credit 23: Recruiting for Student Diversity**

**Criteria**
Institution has programs and policies in place to recruit a diverse student body.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of policies and programs in place to attract a diverse student body, including the dates those programs were enacted
- A brief summary of the results of those policies and programs, including the composition of the student body according to the diversity breakdowns the institution uses
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are working to attract a diverse student body. In acknowledgement of the various strategies that are appropriate to different institutions, this credit does not prescribe a specific strategy, but recognizes schools that have a proactive approach to recruiting a diverse student body.

**Discussion**
The previous version of this credit was more prescriptive about what an institution must do in its recruitment efforts in order to promote diversity. The current version of the credit allows for each school to determine an approach that is appropriate for itself.

**AF Credit 24: Support Programs for Under-represented Groups**

**Criteria**
Institution has mentoring, counseling, or other programs in place to support under-represented groups on campus.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of the programs institution has to support under-represented groups on campus, including the dates those programs were implemented
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**
This credit recognizes institutions that have programs in place to support under-represented groups on campus. Certain challenges accompany being a minority on campus. Schools can help maintain a diverse student body by offering support programs to help individuals in under-represented groups thrive.

**Discussion**
This credit was added to STARS in an attempt to recognize schools that are taking initiative to help create a culture of inclusiveness by supporting students from under-represented groups.

**AF Credit 25: Support Programs for Under-represented Ph.D. Candidates**

**Criteria**
Institution has or participates in a mentoring or other program that supports doctoral candidates from under-represented groups.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of the programs and policies in place to support doctoral candidates from under-represented groups
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that are taking steps to help build a more diverse faculty throughout higher education by supporting Ph.D. candidates from under-represented groups. Having a diverse faculty helps provide a rich learning experience for all students. Mentoring and other support programs help foster the participation of under-represented groups in higher education.

**Discussion**
STARS 0.4 included credits based on the racial and ethnic diversity of faculty and on the gender diversity of faculty. As explained above, developing fair credits based on the diversity of faculty proved challenging. In addition, some reviewers noted that colleges and universities can do much to support diversity in higher education by fostering the participation of Ph.D. candidates from under-represented groups. This credit seeks to recognize schools that are working to build a more diverse pool of potential faculty members throughout higher education.

**AF Credit 26: Affordability and Access Programs**

**Criteria**
Institution has policies and programs in place to make the institution accessible and affordable to low-income students.
**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the policies and programs the institution uses to improve its access and affordability
- A brief summary of the impact of such programs within the past three to five years
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that are implementing strategies to improve their access and affordability. Achieving a higher education degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations.

**Discussion**

STARS 0.4 included a separate section called ‘Affordability and Social Mobility.’ The section was comprised of two credits. The first credit, Social Mobility – Trend, was based on a three-year upward trend in the percentage of students from low-income families or from families in which neither parent has a college degree. In addition to concerns with using trend-based credits, several reviewers suggested that gathering data for this credit would be unduly burdensome or impossible. The second credit, Affordability – Trend, was based on having faster growth in financial aid than in tuition over a three year period. This credit was unpopular with reviewers as it could reward institutions that are offering more loans and leaving their graduates with large debts.

Further research revealed that there are widespread differences in opinion about best practices for rewarding financial aid, measuring affordability, and improving access to higher education. The credit included in this document is based on the suggestion that it is best not to prescribe strategies, but to focus on learning what schools are doing to help share information and identify best practices.

**Diversity, Access, and Affordability: Tier Two Credits**

1. Institution offers gender neutral housing options.
Human Resources
This section seeks to recognize institutions that treat and remunerate their workers responsibly and fairly. Just as businesses addressing sustainability include human capital as part of the triple bottom line, colleges and universities can contribute to an equitable and sustainable society by offering benefits, wages, and other policies that respect and ethically compensate their human capital.

Discussion
This is a new section that was not included in STARS 0.4. Some of the credits in this section are similar to those in the ‘Fair Labor Practices’ section of 0.4. Other credits from that section were eliminated, moved to the purchasing section, or added to a new section that addresses trademark licensing.

AF Credit 27: Sustainable Compensation
Criteria
Institution periodically evaluates, and updates as appropriate, its wages and benefits policies to ensure that total compensation (wages plus benefits) for the lowest-paid employees is sufficient to enable these employees to meet their basic needs. Student workers are not covered by this credit.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of how the institution evaluates it compensation policies, including the methodology used to calculate the appropriate compensation and how often compensation policies are reviewed.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that take proactive steps to ensure that their lowest paid workers earn a sustainable compensation.

Discussion
This credit replaces a credit from STARS 0.4 that was based on paying employees a "living wage." AASHE received feedback that the term ‘living wage’ can be interpreted differently and carries connotations that are inappropriate for STARS. The new credit looks at total compensation rather the wages alone, and lets the institution determine what constitutes sustainable compensation. The intent of the new credit is to ensure that the institution regularly reviews its compensation policies with an eye towards enabling the lowest paid workers to meet their basic needs.

In revising this credit, AASHE examined how wage issues are addressed in corporate sustainability standards, such as the Global Reporting Initiative (GRI), the Dow Jones Sustainability Indexes, and the B Corporation Rating Systems. Each of these standards includes questions related to wages and compensation for business’ lowest paid workers. The B Corporation Rating Systems ask if a living wage is paid to all full-time and part-time employees. GRI asks for the "Range of ratios of standard entry level wage compared to local minimum wage at significant locations of operation." The Dow Jones Sustainability Indexes ask if the company has endorsed the Universal Declaration of Human Rights, which says, "Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity." While existing corporate
sustainability standards don’t provide a clear consensus for what form a STARS credit should take, they affirm that considering compensation for lowest paid employees is a recognized component of sustainability.

**AF Credit 28: Faculty and Staff Benefits**

**Criteria**
Institution provides healthcare benefits to employees.
- 1 pt: All full-time employees receive full health care coverage.
- 2 pts: All employees with at least 0.75 full-time equivalence receive full health care coverage.
- 3 pts: All employees with at least 0.5 full-time equivalence receive full health care coverage.

*This credit does not apply to Canadian institutions.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A copy of the institution’s most recent health care policy for employees, or a brief summary of the policy
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that provide health care coverage to employees. Human health is an important component of sustainability. Institutions can help build a healthy and productive workforce by providing healthcare benefits to their employees.

**Discussion**
This credit is similar to a credit included in STARS 0.4, but the new credit includes three points to allow for gradual improvement and different levels of recognition.

**AF Credit 29: Graduate Student Employee Benefits**

**Criteria**
Institution provides graduate student employees (e.g., GRAs and TAs) health insurance benefits.
- 1 pt: Institution covers 75 percent of graduate student employees’ health care premiums.
- 2 pts: Institution covers 100 percent of graduate student employees’ health care premiums.

*This credit does not apply to Canadian institutions.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A copy of the graduate student employee health care policy, or a brief summary of the policy
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that provide health insurance coverage to graduate student employees.
**Discussion**
This credit is similar to a credit included in STARS 0.4, but the new credit includes two points to allow for gradual improvement and different levels of recognition.

**AF Credit 30: Parental Leave**

**Criteria**
Institution grants parental leave to all employees, including graduate students.

*This credit does not apply to Canadian institutions.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of the institution’s parental leave policy
- The date the institution adopted the policy
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that grant parental leave to their employees. Parental leave recognizes unpaid family work of raising children, and is an important tool to promote gender equality in the workplace.

**Discussion**
This credit was added to STARS for this version.

**AF Credit 31: Domestic Partner Benefits**

**Criteria**
Institution provides equal benefits to employees’ same-sex domestic partners as to employees’ spouses.

*This credit does not apply to Canadian institutions or to institutions located in states that prohibit the provision of equivalent domestic partner benefits.*

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A brief description of the institution’s equal benefits policy or program and the date it was implemented
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that provide equal benefits to domestic partners.
**AF Credit 32: Employee Satisfaction Survey**

**Criteria**
Institution conducts a survey at least once every three years to measure employee satisfaction. The survey may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey.

**Documentation**
Complete the online STARS submittal form for this credit. The form requests:
- A copy of the survey used to measure employee satisfaction
- The date the survey was last administered
- A brief summary or a copy of a report summarizing the results from the survey
- A brief description of policies or programs implemented to address issues raised by the survey
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**
This credit recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction. Surveying employees about job satisfaction helps institutions gauge their performance as an employer and can help identify strengths and areas for development.

**Discussion**
This credit was added to STARS for this version.

**Human Resources: Tier Two Credits**
1. Institution has an on-site child care facility or partners with a local facility to meet the child care needs of students, faculty, and staff.
2. Institution has a whistle-blower policy and established method to raise complaints and concerns without fear of reprisal.
3. Institution offers part-time schedules and job share arrangements.
Trademark Licensing
This section seeks to recognize institutions that take steps to ensure that apparel and other products bearing the institution’s name are made in environmentally and socially responsible ways. Colleges and universities can promote fair, just, and sustainable labor and manufacturing practices by proactively screening, selecting, and monitoring the factories that produce apparel that bears their logo.

Discussion
This is a new section that was created for STARS version 0.5. Credits similar to those included in this section were part of the ‘Fair Labor Practices’ section in STARS 0.4. The new section was created in response to feedback noting that trademark licensing typically is not handled by human resources departments, which oversee or coordinate the topics covered by other credits that were included in the ‘Fair Labor Practices’ section.

AF Credit 33: Independent Monitoring of Logo Apparel
Criteria
Institution is a member of an organization that conducts monitoring and verification to ensure that products bearing the institution’s name or logo are produced under fair conditions (e.g., the Worker Rights Consortium or the Fair Labor Association).

This credit does not apply to schools that do not have their logo on apparel.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- The monitoring and verification organization of which the institution is a member
- The date the institution joined the organization
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution’s name is produced under fair conditions. The Worker Rights Consortium is an independent monitoring organization focused on protecting the rights of workers who sew and make products to be sold in the United States. Its membership is comprised of colleges and universities. The Fair Labor Association is comprised of apparel businesses, higher education institutions, and non-governmental organizations. Its mission is to promote compliance with international labor laws and standards.

Discussion
The previous version of this credit did not allow participation in the Fair Labor Association to count. AASHE received feedback the credit should be more inclusive and changed the credit to reflect that input.
**AF Credit 34: Designated Suppliers Program**

**Criteria**  
Institution participates in the Worker Rights Consortium’s Designated Suppliers Program.

*This credit does not apply to schools that do not have their logo on apparel.*

**Documentation**  
Complete the online STARS submittal form for this credit. The form requests:

- The date the institution joined the Designated Suppliers Program
- A brief description of the institution’s involvement in the Designated Suppliers Program
- A brief description of the institution’s efforts to add factories to be included under the program
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**  
This credit recognizes institutions that join the Designated Suppliers Program to help ensure that apparel bearing the institution’s name is produced under fair conditions. The Designated Suppliers Program, administered by the Worker Rights Consortium, conducts independent screening and verification to proactively select factories that respect and honor workers’ rights, including the right to sustainable compensation.