University 2030

A framework for integrating campus community and global sustainability metrics

Senior Capstone Project 2019

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Contents

Abstract

Universities are increasingly expected to integrate sustainability best practices throughout their planning, operations, academics and engagement. Universities should also consider their sustainability impact beyond institutional boundaries to advance community and global sustainability goals. What's needed is a framework for university sustainability planning that aligns established institutional metrics, with the latest community, city and global sustainability metrics. This project presents a replicable framework for universities to integrate campus, community, city and global sustainability metrics. The framework uses the Sustainability Tracking Assessment and Rating System (STARS) as a foundation for university planning which aligns with the Leadership for Energy and Environmental Design (LEED) for Cities and Communities, and the United Nations Sustainable Development Goals (UN SDGs). The framework integrates the metrics of STARS, LEED and the UN SDGs to benchmark key performance indicators and advance sustainability goals. This framework will facilitate more efficient data driven decision making and resource allocation, while supporting globally focused sustainability research for universities. This report details the methodology and metrics of this framework for universities to use in their sustainability planning.

Introduction

In order for universities to achieve comprehensive sustainability they must first make a commitment to strategically address that task and then develop a plan to achieve their goal. But before a plan can be developed, the institution needs to have a baseline picture of how it's doing which provides the ability to assess current strengths and gaps in delivering services. AASHE STARS has become the standard for benchmarking sustainability, with over nine hundred colleges currently using the platform to track and report on their performance. Using STARS as the basis for a sustainability plan provides a comprehensive system for tracking progress across all relevant categories of sustainability in higher education. STARS is a familiar framework for institutional partners who are already implementing sustainability, so using STARS can streamline the process of formulating a plan. Once a plan has been developed using STARS it becomes much easier to track and map categories of STARS to other frameworks like LEED and the UN Sustainable Development Goals (SDGs). The current version of STARS maps pretty closely with the UN SDGs, however there are some subtle misalignments. AASHE recognizes that institutions are looking to align their strategic planning with the SDGS and it was announced at the AASHE Conference in Oct 2018 that the next version (2.2) of STARS will

create better alignment between the sub categories of STARS and the Seventeen Sustainable Development Goals. This provides further incentive for universities to align their planning with and make progress toward the global sustainable development goals. A Sustainability Plan aligned with STARS is an opportunity to coordinate campus operations programs, initiatives and research with a global vision for the UN SDGs.

Globally recognized sustainability benchmarking and ranking systems allow universities to track their sustainability performance and compare themselves to other institutions, while advancing institutional and global sustainability goals. The Sustainability Tracking Assessment and Rating System (STARS) is a transparent, self--reporting framework that colleges and universities use to measure their sustainability performance. Developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), STARS has become the global standard for sustainability benchmarking in higher education. Because universities and colleges are already familiar with this performance and reporting tool, it can be easily be operationalized into a framework for tracking the performance of a sustainability plan. The latest version of STARS 2.2 released in Spring 2019, now maps the UN Sustainable Development Goals (UN SDGs) to STARS sub categories and credit areas. Institutions of higher education can now begin to track their sustainability performance against the UN SDGs, however there is no tool for comparing direct relationships between the metrics of these two sustainability frameworks at a measurable level.

Leadership in Energy and Environmental Design (LEED) has become the global standard for green building sustainability performance and certification in the built environment. LEED buildings use less resources, cost less to operate over their lifetime and support occupant health and well-being. Most universities and colleges use the LEED certification standard for designing new buildings and for the operations and maintenance of existing assets. Therefore university architects, facilities, operations and engineering staff are already familiar with this standard. The latest version LEED 4.1, includes LEED for Cities and Communities; a new framework for planning, designing, measuring and managing the performance of social, economic and environmental conditions on the campus, community, and city-wide scale. The LEED for Communities standard provides an ideal framework for universities to track performance across their whole portfolio of assets to improve both campus and community sustainability.

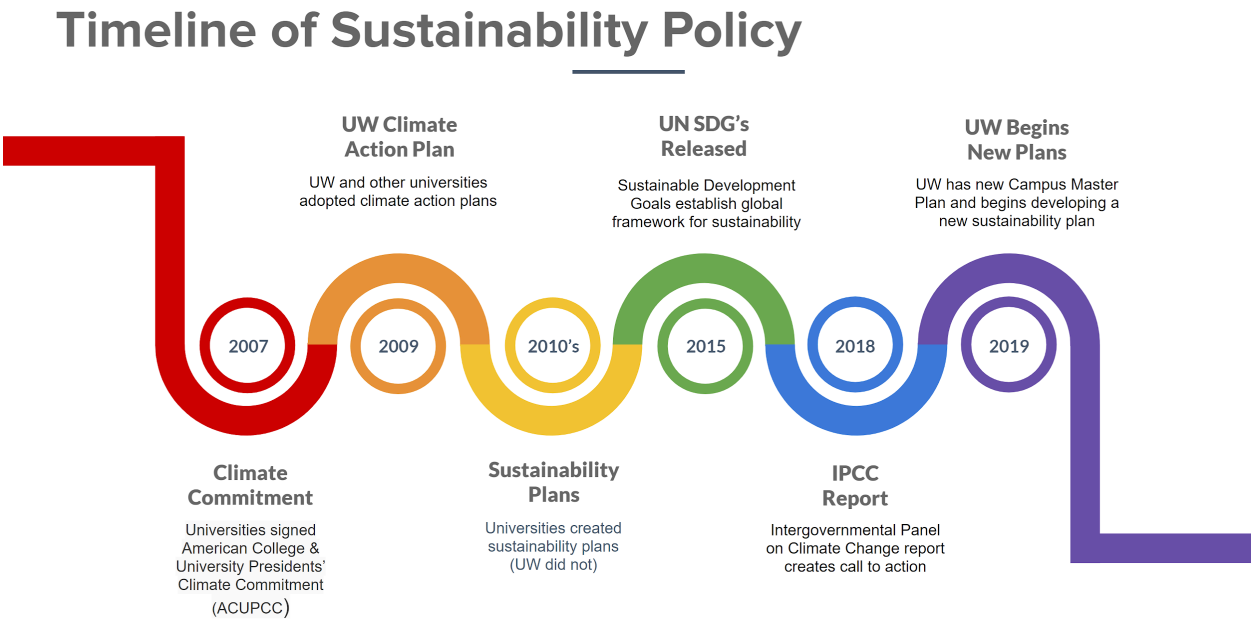
The United Nations Sustainable Development Goals (UN SDGs) provide the most comprehensive standard for achieving global sustainability, with 169 targets for reaching its 17 goals across the range of social well being, economic development and environmental stewardship. Although the UN SDGs have been developed by the international community to guide nation- state planning for sustainable development; organizations, businesses and institutions of higher education are increasingly becoming familiar with and using this framework for sustainability planning. Universities, with their mission driven mandate to educate future generations for the complex challenges in the world today, need a unified framework for aligning institutional sustainability efforts with community resiliency and global standards for sustainable development. The Sustainable Development goals provides a global framework that international institutions can use as a template to achieve a more equitable and sustainable future.

This research paper establishes a framework for university sustainability planning that integrates STARS as the foundation for campus sustainability planning, LEED for Communities for district level sustainability, and the UN Sustainable Development Goals for Global sustainability performance. From these campus, community and global sustainability metrics, a fourth category of Key Performance Indicators has been developed which synthesizes the previous three performance metrics into a summarized metric for higher education institutions to use. The methodology of developing this framework and the categorized summary of the associated metrics from these frameworks are presented as a tool for universities to use in developing a sustainability plan that can benchmark sustainability performance at the campus, community and global scale. This paper represents the final deliverable of this research which was conducted as a capstone internship for the Sustainability Office at the University of Washington.

The primary goal of this project is the creation of a generalizable and replicable framework for aligning the strategic planning of higher education institutions with the UN Sustainable Development Goals through comprehensive sustainability planning. The secondary but interdependent goal of this project is to integrate current best practices for advancing comprehensive campus sustainability and extend that across institutional boundaries and into the local community, with an eye toward global sustainability goals. The tertiary goal of this

project is to test this framework at the University of Washington as it begins planning its first comprehensive sustainability plan. This research will be shared with the executive team at UW to inform its planning process, which will also provide insight for other institutions looking to use this framework for future planning. In addition, this research will be shared with the Association for the Advancement of Sustainability in Higher Education (AASHE) , United States Green Building Council (USGBC) and United Nations Sustainable Development Solutions Network (UNSDSN).

This project provides a framework for higher education institutions to advance local progress on global goals for sustainability, which will advance mission driven research and attract donors, research dollars and students. As universities strive to remain competitive and deliver value to their communities and stakeholders in the twenty first century, they must not only achieve their internal mission but increasing should align with global standards for social responsibility. For mission driven institutions who value public service and seek to advance progress and innovation for society, there can hardly be a more relevant goal than preparing their institution and its students to solve the complex challenges of our time.



Background

Sustainability policy and planning for higher education has only been around for about ten years. Between 2007 and 2008 many universities and colleges in the United States signed on to the American College & University Presidents' Climate Commitment (ACUPCC). The ACUPCC began in late 2006 with twelve founding Signatories who worked with Second Nature, ecoAmerica, and AASHE to develop the Commitment. In early 2007 they invited their peer institutions across the nation to join this endeavor and by By Earth Day 2008, the ACUPCC was a national initiative with signatories in all 50 states and the District of Columbia. This nationwide initiative jump started the sustainability movement in higher education and by 2009-2010 most universities and colleges had developed climate action plans including the University of Washington (UW). In fact it was the signing of ACUPCC by the UW that established the Office of Sustainability, Environmental Stewardship Committee and the Campus Sustainability Fund. Throughout the 2010's most colleges and universities also created sustainability plans, however the UW didn't develop one, choosing to focus solely on its climate action plan. Then, in 2015 the United Nations released the 2030 Goals for Sustainable Development. Given the fact that the SDGs were released september 2015, progress toward aligning university planning with the global goals is just beginning to gain momentum. While there is already interest and response from NGOS, governments and corporations, universities have been slow in adopting a

comprehensive approach to integrating the SDGs. It is universities however, who arguably have a core societal responsibility to educate students and lead on research solutions that align with the categories of the development goals.

While most universities have been slow to address the UN SDG's in their sustainability planning, there is increasing awareness and support for this work moving forward. The Association for the Advancement of Sustainability in Higher Education (AASHE) has decided with the latest release of STARS version 2.2 that it will explicitly align with the UN SDG's. The State University of New York (SUNY) system gave a presentation at the AASHE conference in Oct 2018, showing how they were preparing to align their system wide institutional policies and mission with the SDGs. A recent report put out by the Sustainable Development Solutions Network titled *Getting Started With The SDGs in Universities*, addresses the opportunities and gaps for universities to consider as they look to align policies and programs with the SDGs. As the report points out, addressing the complex socio-economic, technological and environmental challenges will require a transformation of how society and economies function. And "universities, with their broad remit around the creation and dissemination of knowledge and their unique position within society, have a critical role to play in the achievement of the SDGs. Arguably none of the SDGs will be achieved without this sector." According to this report some of the main areas where universities can make progress is organizational governance, culture and operations of the university, teaching, learning and research, and external leadership across the public sector.

Although, AASHE has started aligning STARS with the SDGs in its latest version, there is no model for how to use STARS and the SDGs for a comprehensive sustainability plan. This is what this report will provide a model for. However the fact that AASHE is aligning STARS with the SDGs cannot be underestimated and will certainly shape institutional structures around the SDGs and may become a primary driver nudging higher ed toward the global goals. Therefore, institutions who are looking to advance the field of sustainability in higher education will find this model framework useful in aligning with current and future versions of STARS. There is also a strong financial and moral case to be made for aligning a universites mission, curriculum and endowment with the SDGs. This report will make that case and provide higher education institutions with a measurable framework for advancing campus, community and global sustainability goals.

Limitations of this research

This research project was focused on developing an integrated framework for campus, community and global sustainability planning for higher education institutions. While this project did compare sustainability metrics to determine which were most appropriate for campus, community and global sustainability benchmarking, this project relied on secondary research to reach its conclusions and formulate recommendations for higher ed sustainability planning in general. This project involved a review of current literature examining higher ed sustainability planning as it relates to benchmarking reporting, ranking and potential integration with the UN SDGs. It was beyond the scope and time constraints of this project to conduct a thorough assessment of sustainability plans of all top ranked universities. Plans of institutions who had a Platinum STARS rating were reviewed to determine if there was a consideration of community and global sustainability metrics in addition to campus sustainability goals. This project did not conduct any interviews to determine if the leadership of universities see a need to advance community or global sustainability goals in addition to campus goals.

Literature Review

Integrating sustainability into higher education

Higher education institutions both nationally and globally are increasingly expected to integrate sustainability into their mission, strategic planning, operations and academics. According to a report by the International Association of Universities titled *Higher Education Paving the Way to Sustainable Development: A Global Perspective*, "university leaders should support the integration of sustainable development throughout their institution." The report also states that "they should involve all the institutional stakeholders in the development of sustainable development related strategies and include reporting and monitoring mechanisms to keep track of and foster progress." Bringing together stakeholders to determine goals and work towards a plan, whether it be a sustainability plan or business plan is what organizations do to advance their mission. However, how can universities leverage the opportunity to integrate sustainability

into their strategic mission, to shift culture and institutional practice, while improving their sustainability performance? Higher education institutions by the very nature of their own bureaucratic inertia are often slow in adapting and innovating to the accelerating changes in society. The International Association of Universities also stated in the same report that "the higher order challenge is to create a learning organization from this information and be able to use the data to advance progress toward the goals." Institutions are often challenged to engage stakeholders across institutional silos of administration, academics and facilities to determine how to integrate sustainability into strategic planning and reporting processes to advance these goals. This often requires a mission driven executive level strategic initiative or a comprehensive sustainability plan to coordinate the diverse interests and department level needs of campus stakeholders.

Integrating sustainability into the mission of universities and educating for sustainable development is becoming more prevalent in higher education institutions. Organizations are increasingly being asked to demonstrate their contributions to a more sustainable society. (Perrini, 2005) Higher education institutions are responsible for educating future leaders and policy makers and therefore should be facilitating change toward sustainable development. (De LAnge, 2013) Concerns about the human impacts on social, economic and natural systems have led to calls for organizations and institutions to provide more accountability, transparency, and stakeholder engagement on their activities and impacts. (Daub, 2007) While there has been an upsurge in sustainability reporting from corporations (Arcas and Crowther, 2008; Daub, 2007; Kolk 2010) sustainability planning and reporting from higher education institutions is still in its early stages both because of lack of institutional reporting and the low quality of the reporting outcomes. (Lozano, 2011)

The landscape of sustainability reporting

There is a growing need for higher education institutions to begin reporting on operational and educational goals for sustainable development. A review of current higher education sustainability reporting practices in the Journal of Cleaner Production, titled *Sustainability reporting in higher education: a comprehensive review of the recent literature and paths for further research,* found that **"**The higher education sector has an important function in society

because of its potential to educate and sensitise our future leaders and managers on sustainable development related topics. The report cautions that "this sector is clearly lagging behind on the implementation of sustainability reporting." (K. Ceulemans et al 2015) So clearly, in an increasingly volatile and interdependent world, higher education institutions should be responsible for preparing future leaders and global citizens for a complex society. However, higher education institutions are challenged to adopt practices for tracking and reporting on operational sustainability while developing curriculum that prepares students for a more sustainable society.

An understanding of current sustainability assessment and reporting methods is necessary to address the challenge universities face, in developing a model for a sustainability plan. To provide an overview on this subject, (K. Ceulemans, et al. 2015) undertook a comprehensive literature review of the current state of the research in this emerging field. Findings from this research led to a categorization of topics which were grouped into a concept map that included; Assessment of Sustainability Performances, Sustainability Reporting in Higher Education, Sustainability Management, Communication and Stakeholder Engagement and Organizational Learning and Change. Some of the primary findings suggest the need for research on the potential for organizational learning and change of sustainability reporting in higher education institutions. The study also suggests that a contextualized approach specifically adjusted to the situational needs of higher educational institutions seems required. (K. Ceulemans, et al. 2015) Stimulating scientific research in the core topics of interest which were mapped out would also provide further insights into the dynamics of the reporting process and the needs of these institutions.

The challenges of university rankings

Global university ranking systems are increasingly used for attracting students and grant funding however they need standardized and validated measurement criteria. In a 2018 research article titled, *Are university rankings useful to improve research? A systematic review,* (Vernon et al) stated that "Administrators, investors, and consumers should look for rankings which are consistent over time, cover multiple areas of measurement and are less reliant on peer reputation." The authors of this same report goes on to state that **"**current indicators are inadequate to accurately evaluate research outcomes and should be supplemented and

expanded to meet standardized criteria." Vernon et al also report that "many university administrators rely on university ranking systems as indicators of improvement over time in comparison to other institutions and when requesting funding from government sources." Therefore, a sustainability plan based on standardized indicators and measurements could support funding and ranking relevance, if empirically robust and valid methods are used to collect and report on the data for ranking.

University rankings have become important for promoting academic and research performance although a systematic review of these ranking methodologies by Vernon et al. have found a need for improvement of measures to credibly evaluate institutions. They conclude that "current indicators are inadequate to accurately evaluate research outcomes and should be supplemented and expanded to meet standardized criteria." They suggest that future rankings evaluate three dimensions of research outcomes: scientific impact, economic outcomes, and public health impacts. With the release of the UN Sustainable Development Goals (SDGs) in 2016 an increasing number of universities are beginning to align their research, planning and reporting to address the global goals and targets. (Need Source) The seventeen SDGs are designed to improve social and economic equity, environmental conservation and development and global health across 169 interconnected targets. A new global impact ranking is being developed by the Times Higher Education to measure institutions progress on advancing the SDGs. This will be the first attempt at a global university ranking for the SDGs and will go beyond traditional measures of research and reputation to include evidence based metrics that directly address the targets of the SDGs. The Global Impact Ranking would appear to support the research conclusions of Vernon et al, however it remains to be seen if this new ranking will truly provide a standardized approach to evidence based ranking.

Universities role in advancing the SDGs

Universities have a substantial role to play in advancing the UN Sustainable Development Goals. A 2017 report by the Sustainable Development Solutions Network, *Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector*, noted that "given the size of the task of achieving the SDGs, and the critical role universities have in supporting and delivering on them, there is an urgent need for the sector to accelerate action on the SDGs." Universities, like the corporate sector will necessarily play an

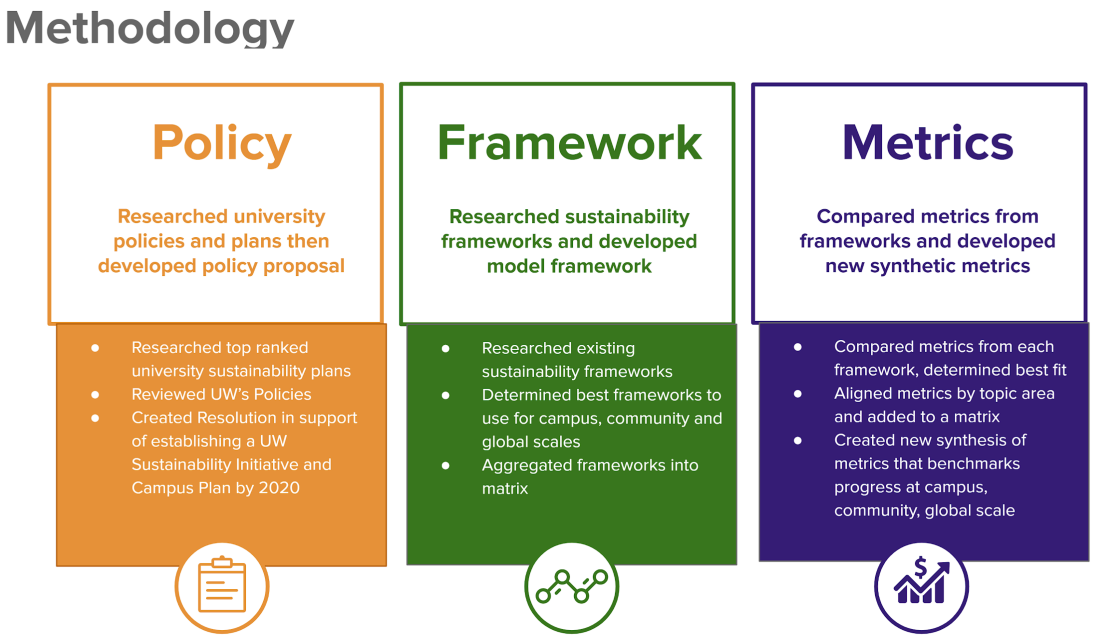
important part in working with governments and NGOs in achieving the SDGs. While there are many opportunities and benefits for universities to do this, there is bureaucratic inertia and entrenched academic culture which may prevent some institutions from advancing such a comprehensive agenda. It is imperative to promote what universities are doing to advance the SDGs, because often institutions look to adopt emerging best practices for fear of missing out on research and donor funding. According to this same report, ”Engaging with the SDGs will greatly benefit universities by helping them “demonstrate their impact, acquire new funding streams and define themselves as responsible, globally aware institutions.”

Although there has been some successful application of sustainable development principles in higher education over the past 15 years, there are still numerous challenges that need to be overcome (Leal Filho et al. 2015). Among these challenges according to Lozano et al (2013), is the need for higher education institutions to improve the integration of education for sustainable development into curricula and research. Most importantly they need to include it holistically into their systems, since these institutions continue to rely upon reductionist and mechanistic paradigms. Although each university will inevitably require a contextual approach to working with the SDGs, the Sustainable Development Solutions Network suggest that a “whole-of-university approach is essential” and give the following five steps to begin this planning process: 1. Mapping what they are already doing; 2. Building internal capacity and ownership of the SDGs; 3. Identifying priorities, opportunities and gaps; 4. Integrating. Implementing and embedding the SDGs with university strategies, policies and plans; 5. Monitoring, evaluating and communicating their actions on the SDGs.

Tools for sustainability benchmarking and reporting

A higher education sustainability plan needs a method to benchmark and verify its progress on internal goals and track how those goals are impacting its stakeholders both locally and globally. Three tools for sustainability assessment and reporting are used for the framework that is proposed here; the Sustainability Tracking Assessment and Rating System (STARS), Leadership in Energy and Environmental Design (LEED) and the UN Sustainable Development Goals (UN SDGs). In the latest STARS manual - which for the first time explicitly aligns with the SDGs - it’s stated that “a college or university may use STARS to measure and report on its contributions towards the SDGs. Because the two frameworks share a similar intent and scope,

at a very high level an institution's STARS score or rating can be used to demonstrate progress towards helping deliver the SDGs." However both of these reporting frameworks provide an appropriate foundation for developing a campus sustainability plan, given that they're purpose is to benchmark, report and improve an organization's sustainability profile over time.



Methodology

There are three general phases that were implemented as the methodology to achieve this project: Policy, Framework and Metrics. I began by researching policies and plans of top ranked universities, then reviewed the policies and plans at the University of Washington and finally wrote a senate resolution advocating for the UW to make sustainability a strategic initiative and to begin a comprehensive sustainability plan by 2020. Next I began researching the most appropriate systems for benchmarking and reporting on sustainability performance that universities could use as a framework for sustainability planning. Finally, I compiled and matched the categories and metrics of these frameworks into a database and once all the metrics were lined up, I was able to synthesize a summary set of metrics that would allow universities to track progress toward campus, community and global sustainability goals.

Following is a brief list of the steps I took and a description of the process to achieve those steps.

Policy

1. Reviewed the sustainability plans and policies of top ranked public universities.
2. Researched existing policies and plans at the University of Washington that could align with and support a campus sustainability plan.
3. Wrote a Resolution advocating for the UW to make sustainability a strategic initiative and to develop a comprehensive sustainability plan.
4. Get campus stakeholder buy-in from Undergraduate, Graduate, and Faculty Senates, Provost, President, and the Board of Regents.

The policy phase of this project involved researching and reviewing the sustainability plans and policies of top ranked universities to see what makes a good sustainability plan. I also researched case studies of what other universities are doing to integrate their policies and plans with the Sustainable Development Goals. To access what universities were doing in regards to their sustainability planning I relied on secondary research which is provided in the literature review section of this paper. Next, I reviewed existing policies of the University of Washington, including its Strategic Plan, Campus Master Plan, Climate Action Plan, Race and Equity Initiative and the Population Health Initiative, which all can support and align with any proposed campus sustainability plan. To conclude this policy phase, I wrote a student senate resolution advocating for the University of Washington to make sustainability a Key strategic initiative and to develop a comprehensive sustainability plan to begin implementation in 2020.

Here is a brief summary of the full resolution which is provided in Appendix

- The grand challenge of our time is slowing climate change while balancing social well being, economic prosperity and environmental protection, through sustainable development.
- The UW Strategic Plan directs the UW "to respond to the challenges and opportunities of the 21st century and to provide solutions to society's most pressing problems"
- Sustainability at UW will require both a strategic Key Initiative and a Comprehensive Plan

- A strategic Initiative for Sustainability would support and advance University Accreditation Core Themes and Objectives of: Research and Scholarship, Teaching and Learning, Service and Engagement
- A Comprehensive Sustainability Plan would support and advance the 2 Year to 2 Decades - Sustainable Academic Business Plan's short term goals to: decrease costs, increase revenue, invest in people, invest in infrastructure and increase access, while making progress toward the long term goals to: sustain, compete and transform
- A sustainability initiative and plan would build on, support and align with other existing UW policies and plans such as the Campus Master Plan, Climate Action Plan, Population Health Initiative, and the Race & Equity Initiative
- Therefore, UW should make sustainability a strategic initiative and begin a plan by fall 2020

To get this resolution passed by the Faculty Senate, took a full academic year. I began by writing this resolution in Autumn of 2018 and presented it to the undergraduate senate of the Associated Students of the University of Washington (ASUW) and the Graduate and Professional Student Senate (GPSS) at their Autumn quarter senate meeting. After each senate suggested amendments I made sure that both versions had the same language and by the end of Autumn quarter the resolutions had passed both undergraduate and graduate senates.

Next I met with the chair of the Faculty Senate to discuss how to pass an equivalent version of the resolution through Faculty Senate. The chair explained that the resolution needed endorsement from one of the thirteen faculty councils and that the facilities and operations council was the appropriate council to endorse the resolution. In Winter quarter I presented the graduate senate resolution to the facilities faculty council and they decided to endorse the resolution by creating what's called a Class C resolution, stating support for the graduate resolution.

Now that the resolution was a Class C Resolution it could be brought before the full Faculty Senate which includes the Provost and President of the University. Finally, in Spring quarter I presented the Class C Resolution before the Faculty Senate and it passed unanimously without amendments. All of this only meant that the undergraduate, graduate and faculty senates all support the resolution calling on the university to make sustainability a strategic initiative and to begin a sustainability plan by 2020. It did not mean that this would become university policy or

that the university would act on the recommendations of the resolution. Fortunately, during the time it had taken to accomplish all of this, the university sustainability office and facilities department had decided they were going to develop a plan and would likely begin implementing it by 2020. However, after speaking with the President of the university, I was told that sustainability would not become a Presidents level strategic initiative. This was unfortunate because a strategic initiative would have put a university wide focus on sustainability and marshalled the resources of deans from all the colleges toward a research agenda that aligned with the sustainability plan. However, because the university decided to develop its first comprehensive sustainability plan, I will have the unique opportunity to participate in the planning process and advocate for the use of the sustainability planning framework presented in this paper.

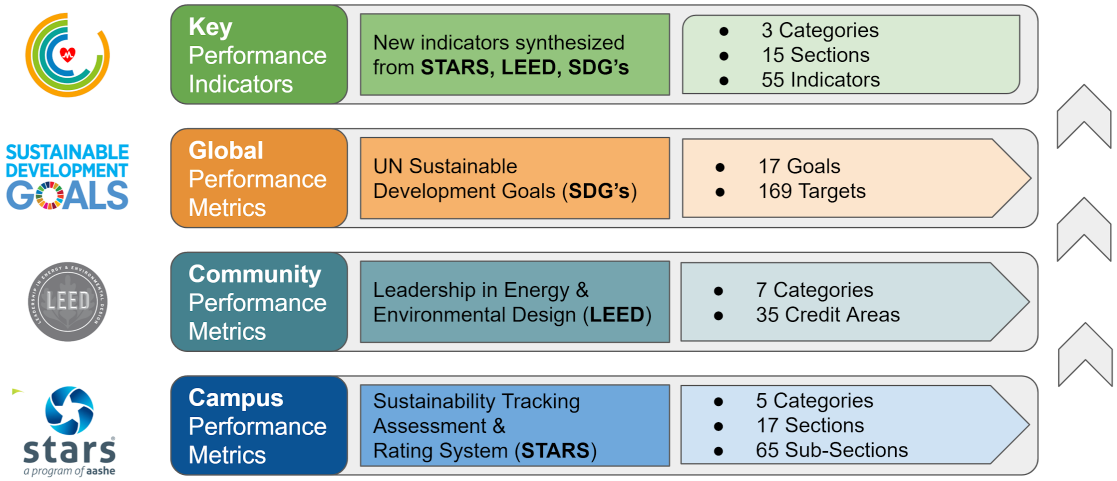
Framework

1. Researched sustainability frameworks that could be used for university, community, city and global sustainability planning. (see Appendix 4. Sustainability Frameworks)
2. Determined which frameworks were the most prevalent and functional for campus, community or city and global sustainability assessment.
3. Compiled the top frameworks into a spreadsheet for comparison across categories
4. Established a framework that aligns STARS with LEED for Cities and the SDGs

The framework phase of this project involved researching existing sustainability benchmarking, reporting and performance based systems that universities could use to develop a framework for a sustainability plan. The Sustainability Tracking Assessment & Rating Systems (STARS) was determined to be the most comprehensive and prevalent system currently used by higher education institutions both nationally and internationally. With STARS established as the baseline framework for campus sustainability benchmarking, I evaluated community and city sustainability frameworks to determine which frameworks would be the most complementary to the STARS framework and would also act as an intermediary between STARS and the UN SDG's.

The table in Appendix 3. Comparison of Sustainability Frameworks, represents the list of frameworks analyzed. The primary criteria used for evaluation was if the categories of the framework would provide a substantive connection to the seventeen STARS categories, while also providing a functional bridge to the seventeen UN SDG's. This was the most important decision because the community and/or city scale framework had to provide a functional connection between these two frameworks and also be a system that was and expected to be both familiar and would continue to be is use ten to twenty years from now. For these reasons and more, the LEED for Cities and Communities framework was chosen. LEED is an established name in the green building profession of architecture, construction, real estate. Therefor building operators and facility managers are already familiar with the LEED rating system. LEED for Communities was designed to be used by higher education institutions for all of its assets at the district and community scale. LEED is certified by Green Business Certification Inc. (GBCI) GBCI provides third party verification services for certification and credentialing through a scientific process by which a product, process or service is reviewed by a reputable and unbiased third party to verify that a set of criteria, claims or standards are being met. GBCI is the only certification and credentialing body within the green business and sustainability industry to exclusively administer project certifications and professional credentials of LEED, EDGE, GRESB, Parksmart, PEER, SITES, TRUE and WELL. These certifications represent the current industry standard in over 160 countries which made the choice of LEED the most practical and low risk for institutions. While the other global frameworks were reviewed, the UN SDG's were determined a priori to be the primary framework of interest for global sustainability.

These frameworks were put into a spreadsheet to compare and align the categories and compare the metrics side by side. the matrix for the plan can be found at this link: https://docs.google.com/spreadsheets/d/1NEOpSZj3ALQZMWSH7CwZMTqfeFsrd2t5ml4nSuo5L_A/edit?usp=sharing



Metrics

1. Analyzed and aligned the metrics from STARS, LEED and SDG's into the plan framework
2. Consolidated the 17 sections of STARS into 15 sections of a model sustainability plan
3. Created 15 tables out of the metrics for each of the 15 sections of the model plan
4. Synthesized a summary set of metrics to use as Key Performance Indicators for each of the 15 sections of model plan.

The metrics for this model sustainability planning framework were entered into a spreadsheet and aligned by section beginning with the STARS framework. STARS has four categories of Planning & Administration, Operations, Academics and Engagement which forms the following seventeen sections:

Planning & Administration
Coordination & Planning
Investment & Finance
Diversity & Affordability
Wellbeing & Work

Operations
Energy
Buildings
Water

Grounds
Air & Climate
Transportation
Purchasing
Food & Dining
Waste

Academics
Curriculum
Research

Engagement
Public Engagement
Campus Engagement

These seventeen sections matched up with and mapped closely with the UN SDG's however it was decided to combine some of the sections to simplify the model. The LEED for communities categories were mapped as closely to STARS as possible except for the category of Academics which had no corresponding category in LEED. Next, each of these seventeen sections were consolidated into fifteen sections by combining Curriculum and Research into **Academics** and combining Public Engagement and Campus Engagement into simply **Engagement**. The original seventeen sections and four categories of STARS became the following fifteen sections of three categories:

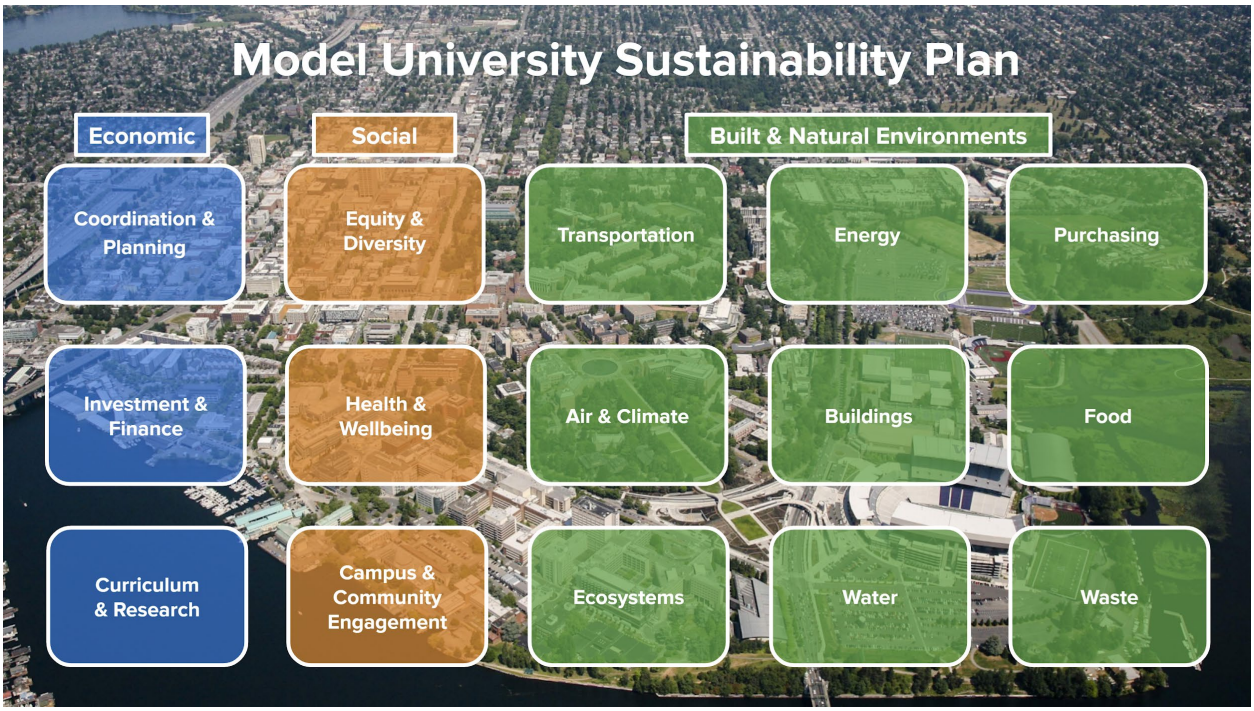
Economic
Coordination & Planning
Investment & Finance
Academic

Social
Diversity & Affordability
Wellbeing & Work
Engagement

Built & Natural Environments
Energy
Buildings
Water
Grounds
Air & Climate
Transportation
Purchasing

Food & Dining
Waste

The last step was to create a set of Key Performance Indicators (KPIs) for each of the 15 sections of the model plan. These KPIs are essentially a summary of the STARS indicators with additional modifications and consideration of integrating the LEED and SDG indicators. These KPIs should only be considered a starting point or baseline indicator. The final KPIs for any plan should be developed by campus stakeholders to represent institutional sustainability goals.



This model university sustainability plan represents the culmination of this project. Each of the fifteen sections of this model have a corresponding set of sustainability metrics that can be used to develop a modular sustainability plan for higher education institutions. This model is intended to be a generalizable baseline framework for institutions to use in their sustainability planning which will support the benchmarking of campus, community and global sustainability goals as established by the Sustainability Tracking Assessment & Rating System (STARS) Leadership in Energy and Environmental Design (LEED) and the United Nations Sustainable Development Goals (UN SDG's). Each of the fifteen sections of this model plan have a table which includes a simplified set of **Targets** which are followed by the **Indicators** including the **Key Performance Indicators (KPI's)** for benchmarking sustainability performance. The full set of tables can be found in **Appendix 4. Sustainability Metrics**

Framework and Metrics for Model Sustainability Plan

Coordination & Planning

Coordination & Planning				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	PA-1: Sustainability Coordination	Integrative Process (IP) Credit	Goal 17. Strengthen the means for sustainable development	
	PA-2: Sustainability Planning	Integrative Process (IP) Credit		
	PA-3: Inclusive and Participatory Governance	Quality of Life (QL) Credit		
	PA-4: Reporting Assurance	Quality of Life (QL) Credit		
Indicators	PA-1.1: Institution has a sustainability office, committee, and/or officer to advise on and implement sustainability policies and programs	IP Credit: Integrated Planning & Leadership: 1. Develop a Comprehensive Plan 2. Assemble Project Team 3. Develop a Roadmap		Institution has a Sustainability Director, that coordinates sustainability initiatives with administration, finance and facilities
	PA-2.1: Institution has a plan that includes measurable sustainability objectives	IP Credit: Integrated Planning & Leadership 2. Assemble Project Team 3. Develop a Roadmap	17.18.1 Proportion of sustainable development indicators produced at the national level with full disaggregation when relevant to the target, in accordance with the Fundamental Principles of Official Statistics	Institution has a sustainability plan with measurable goals that annually reviews and revises those goals based on performance.
	PA-3.1: Institution has representative governance which regularly participate in: decision-making processes, plan/policy formulation and review	QL Credit: Civic & Community Engagement		Institution has a sustainability committee with diverse representation that contributes to the development and review of initiatives, policies and plans.
	PA-4.1: Institution has independent assurance processes	QL Credit: Civic & Community Engagement		Institution has annual sustainability reporting that is shared publicly.

	for its STARS report			

Investment & Finance

Investment & Finance				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	PA-9: Committee on Investor Responsibility	Quality of Life (QL) Credit	Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
	PA-10: Sustainable Investment			
	PA-11: Investment Disclosure			
Indicators	Institution has a formally established and active committee on investor responsibility (CIR)	QL Credit: Civic & Community Engagement	8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead 8.7 Take immediate	Institution has a Committee on Investor Responsibility with diverse representation that makes investment decisions about the institutions endowment
	Part 1. Positive sustainability investment Institution invests in one or more of the following: ● Sustainable industries ● Businesses selected for exemplary sustainability performance ● Sustainability investment funds ● Community development financial institutions (CDFIs) ● Socially responsible mutual funds. ● Green revolving loan funds that are funded from the endowment.	QL Credit: Equitable Development		Institution has an Environmental, Social and Governance (ESG) investment strategy which tracks the sustainability and ethical impact of its investments.

	Part 2. Investor engagement Institution has policies and/or practices that meet one or more of the following criteria: ● Has a publicly available sustainable investment policy considerations). ● Uses its sustainable investment policy to select and guide investment managers. ● Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), ● Has filed or co-filed one or more shareholder resolutions that address sustainability ● Participates in a public divestment effort ● Engages in policy advocacy by participating in investor networks		and effective measures to eradicate forced labor, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all	
	Institution makes its investment holdings available to the public on an annual basis	QL Credit: Civic & Community Engagement		Committee on Investor Responsibility produces a publicly available annual report on investment and holdings of endowment.

Equity & Diversity

Equity & Diversity				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	PA-5: Diversity and Equity Coordination	QL Credit: Civic & Community Engagement	Goal 10. Reduce inequality	

	PA-6: Assessing Diversity and Equity	Prereq. Quality of Life Performance		
	PA-7: Support for Underrepresented Groups	QL Credit: Civil & Human Rights		
	PA-8: Affordability and Access	QL Credit: Civil & Human Rights		
Indicators	Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus.		10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Institution has an equity & diversity office, committee and director to develop, and implement initiatives, policies and plans that foster and more inclusive, diverse, and equitable institution.
	Institution has engaged in structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus			Institution has annual Equity, Diversity and Inclusion assessment with a report made publicly available
	Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community: A. A publicly posted non-discrimination statement. B. A discrimination response protocol or committee to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime. C. Programs specifically designed to recruit students, academic staff (i.e., faculty members),		10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	Institution has policies, plans, and initiatives that have an allocated administrative budget to promote and foster opportunities, support and resources for underrepresented communities

	and/or non-academic staff from underrepresented groups. D. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups. E. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms: ● Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. ● Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics. ● Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.			
	Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators: A. Percentage of need		10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality	Institution has programs that financially support low income students and actively recruit, train and retain; underrepresented

	met, on average, for students who were awarded any need-based aid B. Percentage of students graduating without student loan debt C. Percentage of entering students that are low-income D. Graduation/success rate for low-income students			student, faculty and staff to all positions

Wellbeing & Work

Wellbeing & Work				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	PA-12: Employee Compensation	Quality of Life (QL) Credit	Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
	PA-13: Assessing Employee Satisfaction			
	PA-14: Wellness Programs		Goal 3. Ensure healthy lives and promote well-being for all at all ages	
	PA-15: Workplace Health and Safety		Goal 3. Ensure healthy lives and promote well-being for all at all ages	
Indicators	Part 1. Living wage for employees Part 2. Living wage for employees of contractors Part 3. Minimum total compensation for employees	QL Credit: Poverty Alleviation	8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities	Employees earn a living wage as determined by MIT Living Wage Calculator http://livingwage.mit.edu/

	Institution conducts a survey that allows for anonymous feedback to measure employee satisfaction and engagement.	QL Credit: Civic & Community Engagement		Institution administers an annual employee satisfaction survey
	Part 1. Wellness program Part 2. Smoke-free environments	QL Credit: Public Health	3.8.1 Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population) 3.7.1 Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods	Health and Wellness programs are available to students, faculty and staff
	Part 1. Health and safety management system Part 2. Incidents per FTE employee	QL Credit: Public Health	8.8.1 Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status 8.8.2 Level of national compliance of labour rights (freedom of association and collective bargaining) based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status	Workplace is safe and healthy environment using WELL certification standard https://www.wellcertified.com/

Campus & Community Engagement

Campus & Community Engagement

Metric	STARS	LEED	UN SDG's	KPI's
Target	EN-1: Student Educators Program	Quality of Life (QL) Credit	Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
	EN-2: Student Orientation	Quality of Life (QL) Credit	Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
	EN-3: Student Life	Quality of Life (QL) Credit	Goal 16.	
	EN-4: Outreach Materials & Publications	Quality of Life (QL) Credit	Goal 16.	
	EN-5: Outreach Campaign	Quality of Life (QL) Credit	Goal 16.	
	EN-6: Assessing Sustainability Culture	Quality of Life (QL) Credit	Goal 16.	
	EN-7: Employee Educators Program	Quality of Life (QL) Credit	Goal 4.	
	EN-8: Employee Orientation	Quality of Life (QL) Credit	Goal 16.	
	EN-9 Staff Professional Development & Training	Quality of Life (QL) Credit	Goal 4.	
	EN-10: Community Partnerships	Quality of Life (QL) Credit	Goal 16.	
	EN-11: Inter-Campus Collaboration	Quality of Life (QL) Credit	Goal 16.	
	EN-12: Continuing Education	Quality of Life (QL) Credit	Goal 4.	
	EN-13: Community Service	Quality of Life (QL) Credit	Goal 16.	

	EN-14: Participation in Public Policy	Quality of Life (QL) Credit	Goal 16.	
	EN-15: Trademark Licensing	Quality of Life (QL) Credit	Goal 16.	
Indicators	EN-1: Student Educators Program: % of students served by sustainability outreach and education program	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Increase the % of students served by sustainability outreach and education program
	EN-2: Student Orientation: Institution includes sustainability in its orientation programing	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution includes sustainability in its orientation programing
	EN-3: Student Life: Institution has co-curricular sustainability programs and initiatives.	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution annually reviews and revises co-curricular sustainability programs and initiatives.
	EN-4: Outreach Materials & Publications: Institution produces outreach materials and/or publications that foster sustainability learning and knowledge.	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution annually reviews and revises outreach materials and/or publications that foster sustainability learning and knowledge.
	EN-5: Outreach Campaign: Institution holds at least one sustainability-related outreach campaign directed at students and employees, that yields measurable, positive results in advancing sustainability.	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution holds at least one sustainability-related outreach campaign directed at students and employees, that yields measurable, positive results in advancing sustainability
	EN-6: Assessing Sustainability Culture: Institution conducts an assessment of campus sustainability culture.	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution conducts an annual assessment of campus sustainability culture and knowledge
	EN-7: Employee Educators Program: % of employees served	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and	Institution annually increases % of employees served by

	by sustainability outreach and education program		skills needed to promote sustainable development	sustainability outreach and education program
	EN-8: Employee Orientation: Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.
	EN-9 Staff Professional Development & Training: Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities provided or supported by the institution.	QL Credit: Civic & Community Engagement	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development	Institution's regular (full-time and part-time) non-academic staff participate in professional development and training opportunities for sustainability
	EN-10: Community Partnerships: Institution has community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, to advance sustainability on a regional, municipal, community, or neighborhood scale.	QL Credit: Civic & Community Engagement		Institution expands community partnership(s) with, government agencies, private sector organizations, civil society organizations, to advance sustainability on a regional, municipal, community, or neighborhood scale.
	EN-11: Inter-Campus Collaboration: Institution collaborates with other colleges and universities to support and help build the sustainability community.	QL Credit: Civic & Community Engagement		Institution collaborates with other colleges and universities to support and help build the sustainability community.
	EN-12: Continuing Education: Continuing education courses in sustainability Institution's offers	QL Credit: Civic & Community Engagement		Institution increases continuing education and/or certificate courses that are sustainability-focused.

	continuing education and/or certificate courses that are sustainability-focused.			
	EN-13: Community Service: Percentage of students and employees participating in community service			Increase the % of students and employees participating in community service
	EN-14: Participation in Public Policy: Institution advocates for public policies that support campus or community sustainability			Institution actively advocates for public policies that support campus, community and global sustainability
	EN-15: Trademark Licensing: Institution ensures that apparel bearing its name/logo is produced under fair working conditions.			Institution ensures that apparel bearing its name/logo is produced under international fair working conditions.

Curriculum & Research

Curriculum & Research				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	AC-1: Academic Courses	There is no LEED Credit for Education however, universities could integrate general LEED sustainability knowledge (not specific accreditation) into curriculum, research and	Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
	AC-2: Learning Outcomes		Goal 4.	
	AC-3: Undergraduate Program		Goal 4.	
	AC-4: Graduate Program		Goal 4.	

	AC-5: Immersive Experience		Goal 4.	
	AC-6: Sustainability Literacy Assessment		Goal 4.	
	AC-7: Incentives for Developing Courses		Goal 4.	
	AC-8: Campus as a Living Laboratory		Goal 4.	
	AC-9: Research and Scholarship		Goal 4.	
	AC-10: Support for Sustainability Research		Goal 4.	
	AC-11: Open Access to Research		Goal 4.	
Indicators	AC-1: Academic Courses: Institution offers sustainability course content as measured by the percentage of academic courses per department			Institution offers sustainability course content as measured by the percentage of academic courses per department and/or overall across all courses
	AC-2: Learning Outcomes: Institution has adopted one or more sustainability learning outcomes that apply to the entire student body			Institution has adopted one or more sustainability learning outcomes that apply to the entire student body
	AC-3: Undergraduate Program: Institution offers at least one undergraduate sustainability-focused program (minor, major, degree, or certificate program)			Institution offers at least one undergraduate sustainability-focused program (minor, major, degree, or certificate program)
	AC-4: Graduate Program: Institution offers at least one graduate level sustainability-focused program (minor, major, degree, or certificate program)			Institution offers at least one graduate level sustainability-focused program (minor, major, degree, or certificate program)

	AC-5: Immersive Experience: Institution offers at least one immersive, sustainability-focused educational study program.			Institution offers at least one immersive, and/or experiential sustainability-focused educational study program.
	AC-6: Sustainability Literacy Assessment: Institution conducts an assessment of the sustainability literacy of its students.			Institution conducts an assessment of the sustainability literacy of its students.
	AC-7: Incentives for Developing Courses: Institution offers incentives for academic staff (i.e., faculty members) in multiple disciplines and departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments.			Institution offers incentives for academic staff (i.e., faculty members) in multiple disciplines and departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments.
	AC-8: Campus as a Living Laboratory: Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.			Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.
	AC-9: Research and Scholarship: Institution produces sustainability research as measured by the percentage of faculty and/or academic departments that conduct research			Institution produces sustainability research as measured by the percentage of faculty and/or academic departments that conduct research
	AC-10: Support for Sustainability Research: Institution encourages and/or supports sustainability research across depts.			Institution encourages and/or supports sustainability research across depts.

	AC-11: Open Access to Research: Institution facilitates open access publishing of scholarly work in sustainability			Institution facilitates open access publishing of scholarly work in sustainability

Energy

Energy				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-5: Building Energy Consumption	**Energy and Greenhouse Gas Emissions (EN)**	**Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all**	
	OP-6: Clean & Renewable Energy	EN Prerequisite: Power Access, Reliability and Resiliency	7.1 By 2030, ensure universal access to affordable, reliable and modern energy services	
Indicators	OP-5: Building Energy Consumption: **Site energy use per unit of floor area:** Institution's annual building energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day	EN Credit: Clean and Green Power EN Prerequisite: Energy Performance	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix	Energy Use Intensity (EUI)
	OP-6: Clean & Renewable Energy: Institution supports the development and use of clean and renewable energy sources.	EN Credit: Energy Efficiency	7.3 By 2030, double the global rate of improvement in energy efficiency	% of Energy Source Clean & Renewable
		EN Credit: Smart Energy Systems EN Credit: Distributed Energy Resources	7.a By 2030, enhance international cooperation to facilitate access to clean energy research and	EUI Annual Energy/Gross Sq. Ft.

			technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology	
		EN Credit: Smart Energy Systems EN Credit: Distributed Energy Resources	7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support	

Air & Climate

Air & Climate				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-1: Emissions Inventory and Disclosure	Energy and Greenhouse Gas Emissions (EN)	Goal 13. Take urgent action to combat climate change and its impacts	
	OP-2: Greenhouse Gas Emissions			
Indicators	OP-1: Emissions Inventory and Disclosure: Institution has completed an inventory to quantify its	EN Prerequisite: Energy Performance: GHG Inventory	13.1 Strengthen resilience and adaptive capacity to climate-related	Institution has completed an inventory to quantify its Scope 1, Scope 2 and Scope 3 greenhouse gas (GHG)

	Scope 1, Scope 2 and Scope 3 greenhouse gas (GHG) emissions.		hazards and natural disasters.	emissions.
	OP-2: Greenhouse Gas Emissions: Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.		13.2 Integrate climate change measures intol policies, strategies and planning	Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.
			13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	

Buildings

Buildings				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-3: Building Design and Construction	LEED v4.1 BD&C		
	OP-4: Building Operations and Maintenance	LEED v4.1 O&M		
Indicators	OP-3: Building Design and Construction: Institution-owned	**Quality of Life (QL) Credit:** Affordable Housing	11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic services and	• LEED Gold is baseline

	buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.		upgrade slums	• Energy: 15% more efficient Seattle Code • Water: 50% reduction above Seattle Code
	OP-4: Building Operations and Maintenance: Institution-owned buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED ® : Building Operations + Maintenance (O+M).	**Transportation & Land Use (TR) Credit:** Transportation Choices **Transportation & Land Use (TR) Credit:** Compact, Mixed Use and Transit Oriented Development	11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons	ACEEE State Policy Database https://database.aceee.org/state/washington Lookup: Seattle, King County & State existing building codes
		Quality of Life (QL) Credit: Equitable Development	11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries	Use LEED Indicators
		Transportation & Land Use (TR) Credit: Historic Preservation and Preferred Locations **Natural Systems & Ecology (NS) Credit:** Natural Resources Conservations & Restoration	11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage	Use LEED Indicators
		Quality of Life (QL) Credit: Environmental Justice **Quality of Life (QL) Credit:** Emergency	11.5: By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease	Use LEED Indicators

		Management & Response	the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations	
		Quality of Life (QL) Credit: Environmental Justice **Materials & Resources (MR) Credit:** Prerequisite: Solid Waste Management	11.6: By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management	Use LEED Indicators
		Natural Systems & Ecology (NS) Credit: Green Spaces	11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Use LEED Indicators
		Integrated Planning & Leadership Credit	**11.7 a:** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning	Use LEED Indicators
		Natural Systems (NS) Credit: Resilience Planning **Quality of Life (QL) Credit:** Emergency Management & Response	**11.7 b:** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	Use LEED Indicators

			11.7 c: Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials	Use LEED Indicators

Water

Water				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-21 Water Use	Water Efficiency (WE)	Goal 6. Ensure availability and sustainable management of water and sanitation for all	
	OP-22 Rainwater Management	Water Efficiency (WE)	Goal 6. Ensure availability and sustainable management of water and sanitation for all	
Indicators	OP-21 Water Use: Institution has reduced its annual potable water use per gross square metre or foot of floor area	WE Credit: Water Performance,	6.4 By 2030, substantially increase water-use efficiency across all sectors	Institution has reduced its annual potable water use per gross square metre or foot of floor area
	OP-22 Rainwater Management: Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.	WE Credit: Water Access & Quality,	6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous	Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

			chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally	
		WE Credit: Smart Water Systems	6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate	
		We Credit: Stormwater Management	6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes 6.b Support and strengthen the participation of local communities in improving water and sanitation management 6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies	

Ecosystems

Ecosystems				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-9: Landscape Management	Natural Systems & Ecology (NS)	Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems,	

			sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	
	OP-10: Biodiversity			
Indicators	OP-9: Landscape Management: nstitution's grounds include areas that are managed: ● Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used); OR ● In accordance with an Integrated Pest Management (IPM) program. An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.	NS Credit: Natural Resources Conservation & Restoration, Green Spaces NS Prerequisite: Ecosystem Assessment	15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally 15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species	Institution's grounds include areas that are managed: ● Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used); OR ● In accordance with an Integrated Pest Management (IPM) program. An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

			15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products 15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species 15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts 15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems 15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation	
	OP-10: Biodiversity: Institution has conducted an assessment to identify:			Institution has conducted an assessment to identify: ● Endangered and

	● Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution; AND/OR ● Areas of biodiversity importance on land owned or managed by the institution. The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified. Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.			vulnerable species (including migratory species) with habitats on land owned or managed by the institution; AND/OR ● Areas of biodiversity importance on land owned or managed by the institution. The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified. Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Transportation

Transportation				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-15: Campus Fleet	Transportation & Land Use (TR)	Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable	
	OP-16: Commute Modal Split			

Indicators	OP-15: Campus Fleet: Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are: A. Gasoline-electric hybrid, B. Diesel-electric hybrid, C. Plug-in hybrid, D. 100 percent electric (including electric assist utility bicycles and tricycles), E. Fueled with Compressed Natural Gas (CNG), F. Hydrogen fueled, G. Fueled with B20 or higher biofuel for more than 4 months of the year, OR H. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community) Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.			Institution supports alternative fuel and power technology in its motorized vehicles fleet
	OP-16: Commute Modal Split: Part 1. Student commute modal split Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling,	TR Prerequisite: Transportation Performance, Alternative Fuel Vehicles TR Credit: Transportation Choices, Transit Oriented Development	11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums 11.2: By 2030, provide access to safe, affordable, accessible and sustainable	Institution actively aims to increase the % of students who commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or

	vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes. Part 2. Employee commute modal split Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their worksites.	TR Credit: Smart Mobility	transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons 11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries 11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage 11.5: By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations 11.6: By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management 11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities 11.7 a: Support	a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

			positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning 11.7 b: By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels 11.7 c: Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials	
	OP-17: Support for Sustainable Transportation: Institution has implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting.			Institution has implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting.

Purchasing

Purchasing				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-11: Sustainable Procurement	Materials & Resources (MR)	Goal 12. Ensure sustainable consumption and production patterns	
	OP-12: Electronics Purchasing			
	OP-13: Cleaning and Janitorial Purchasing			
	OP-14: Office Paper Purchasing			
Indicators	OP-11: Sustainable Procurement: Part 1. Institution-wide sustainable procurement policies Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. OP-12: Electronics Purchasing: Institution purchases electronic products that are: ● EPEAT registered, ● Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo),	MR Credit: Responsible Sourcing for Infrastructure	12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries 12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses 12.4 By 2020, achieve the environmentally	Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide.

	AND/OR ● Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy		sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products	

			12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities	
	OP-13: Cleaning and Janitorial Purchasing: Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria: ● Blue Angel labeled (German Federal Environment Agency) ● Cradle to Cradle Certified ● ECOLOGO certified (UL Environment) ● EU Ecolabel ● Forest Stewardship Council (FSC) certified ● Good Environmental Choice Australia (GECA) certified ● Green Seal certified ● Nordic Swan labeled (Nordic Ecolabelling Board) ● U.S. EPA Safer Choice labeled			Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase sustainable cleaning and janitorial paper products

	OP-14: Office Paper Purchasing: Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.			

Food

Food				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-7: Food and Beverage Purchasing	Quality of Life (QL) Credit	Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture	
	OP-8: Sustainable Dining		Goal 12. Ensure sustainable consumption and production patterns	
Indicators	OP-7: Food and Beverage Purchasing: Institution's dining services purchase food and beverage products that meet at least one of the following criteria: ● Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms. ● Plant-based. An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically	QL Credit: Public Health: Option 2. Access to healthful food (Communities)	12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries 12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses 12.4 By 2020, achieve	Institution's dining services purchase food and beverage products that meet at least one of the following criteria: ● Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms. ● Plant-based. An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator

	produced products. The percentage of expenditures on plant-based foods is reported separately.		the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture	

			and products 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities	
	OP-8: Sustainable Dining: Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor: ● Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community. ● Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer. ● Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized		2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons 2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment	Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor: ● Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community. ● Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer. ● Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs)

	enterprises (SMEs) through its food and beverage purchasing. ● Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options. ● Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal. ● Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls. Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor: ● Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices. ● Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste. ● Donates food that would otherwise go to waste to feed people. ● Diverts food materials from the landfill, incinerator or		2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality 2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed 2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries 2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with	through its food and beverage purchasing. ● Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options. ● Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal. ● Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls. Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor: ● Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices. ● Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste. ● Donates food that would otherwise go to waste to feed people. ● Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g.,

	sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).		equivalent effect, in accordance with the mandate of the Doha Development Round 2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility	converting cooking oil to fuel, on-site anaerobic digestion).

Waste

Waste				
Metric	**STARS**	**LEED**	**UN SDG's**	**KPI's**
Target	OP-18: Waste Minimization and Diversion	Materials & Resources (MR)	Goal 12. Ensure sustainable consumption and production patterns	
	OP-19: Construction and Demolition Waste Diversion			
	OP-20: Hazardous Waste Management			
Indicators	OP-18: Waste Minimization and Diversion: Part 1. Reduction in total waste per person Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline. Part 2. Total waste per person Institution's total annual waste	MR Credit: Solid Waste Management, Waste Performance, Smart Waste Management Systems MR Credit: Responsible Sourcing for Infrastructure	12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries 12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.3 By 2030, halve	

	generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user. Part 3. Waste diverted from the landfill or incinerator Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling		per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of	

			consumption and production 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities	
	OP-19: Construction and Demolition Waste Diversion: Institution diverts 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.			
	OP-20: Hazardous Waste Management: Part 1. Hazardous waste minimization and disposal Institution has			

	strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus. Part 2. Electronic waste diversion Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards.			

Appendixes

Appendix 1. Works Cited/Bibliography

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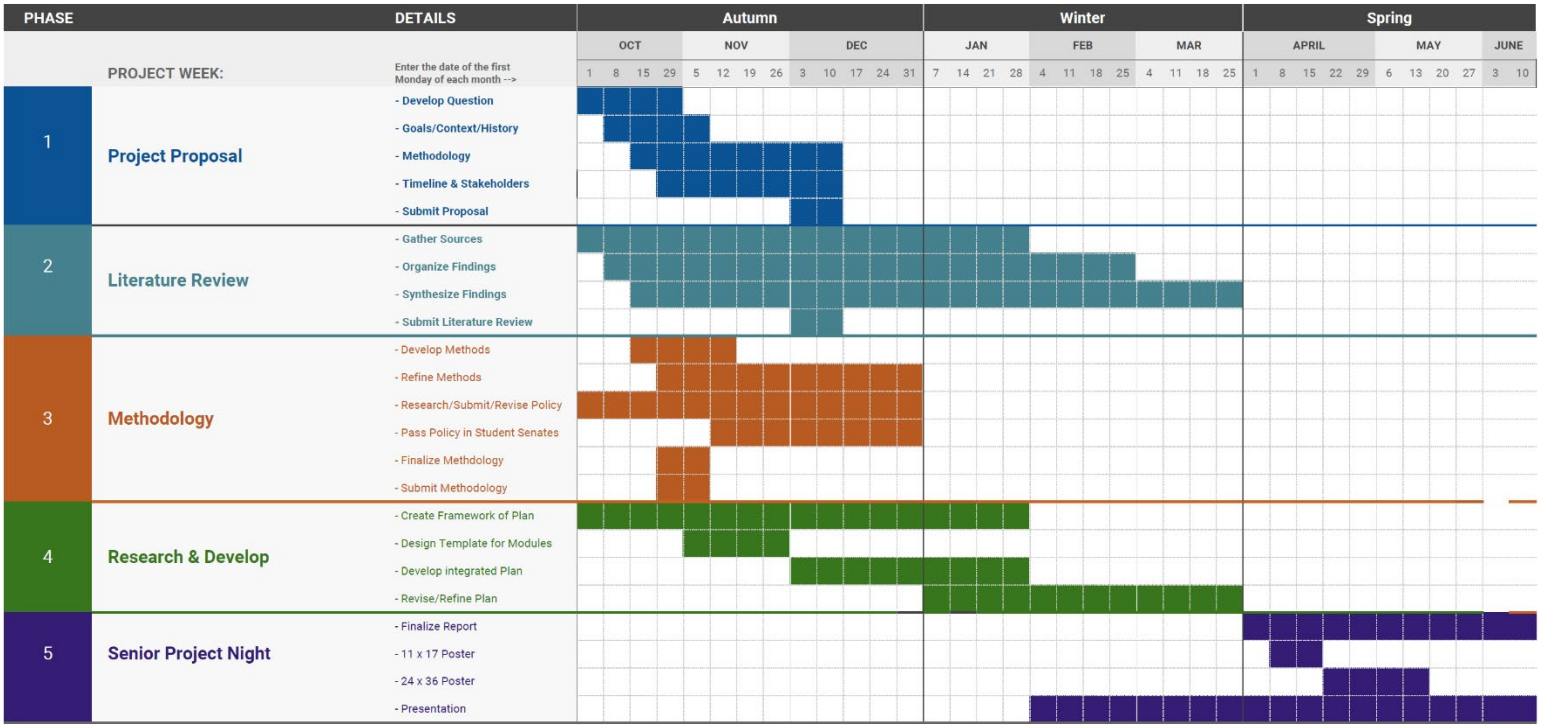
Appendix 2. Project Timeline

SENIOR PROJECT TIMELINE **Christoph Strouse**

PROJECT TITLE: Aligning Strategic University Planning with the UN Sustainable Development Goals **CLIENT:** Community Environment and Planning

PROJECT MANAGER: Christoph Strouse **DATE:** 10/1/18



Appendix 2. Stakeholder Analysis

Primary UW Stakeholders				
Stakeholder	**Stake/Position**	**Role in Project**	**Marginalized**	**Decision Maker**
Board of Regents	The UW Board of Regents is the University's governing body whose broad responsibilities are to supervise,	Final hurdle before Sustainability can become a "Key Initiative" and plan can be developed	No	Yes

	coordinate, manage and regulate the university, as provided by state statute. Responsible for UW Strategic Plan, Campus Master Plan, Capital Improvements and "Key Initiatives"			
Anne Mari Cace	UW Administration/ President	Primary UW Decision maker/ gatekeeper/ Can determine if Sustainability becomes "Key Initiative" and/or plan can be developed	No	Yes
Mark Richards	UW Administration/ Provost	Primary UW Decision maker/ gatekeeper/ Can determine if Sustainability becomes "Key Initiative" Key Initiatives" often led by Provost	No	Yes
Barbara Wingerson	UW Administration/ Associate Vice President and Chief of Staff UW Finance & Administration	Decision maker/ gatekeeper Could be influenced by president Responsible for financial performance	No	Yes
Claudia Frere Anderson	Director of Sustainability	Decision maker	No	Yes
UW Sustainability Office	Staff	Supporter/no power	Yes	No
Norm Mentor	Director of UW Facilities	Decision maker/ support uncertain	No	Yes
UW Facilities	Staff	Responsible for implementing	Yes, no decision making power,	No

		facilities part of plan	could be an obstacle to new ways of doing things	
UW Faculty Senate	Faculty	Representative body of deans and professors. Empowered to support or block the "Key Initiative" from an institutional and educational programing angle	No	Yes
Graduate & Professionals Student Senate (GPSS)	Graduate Students	Representative body of graduate students	Yes	Yes
Associated Students of the University of Washington (ASUW)	Undergraduate Students	Representative body of undergraduate students	Yes	Yes
EcoReps, WASHPIRG, USAS, Huskies for Food Justice	Student RSOs representing sustainability, equity, politics	Advocate/Supporter	Yes	No

Appendix 3. UW Sustainability Resolution

Title: Resolution in Support of Establishing a UW Sustainability Initiative and Campus Plan by 2020
Sponsored by: Michael Diamond (Atmospheric Sciences) and Brittany Bishop (Chemical Engineering)
Written by: Christoph Strouse (Community Environment & Planning)
Resolution Number: 02.18-19

WHEREAS society and its institutions are currently faced with tackling the world's most complex challenges, with the latest report by the Intergovernmental Panel on Climate Change (IPCC) stating "climate change impacts and responses are closely linked to sustainable development which balances social well-being, economic prosperity and environmental protection";[1] and

WHEREAS the UW has a responsibility to its stakeholders and community to prepare and educate students to address the complex grand challenges of our time such as social and economic inequality, climate change and living within our planetary boundaries; and

WHEREAS the UW Strategic Plan directs the UW "to respond to the challenges and opportunities of the 21st century: to become even more competitive, collaborative, technology-reliant, nimble and diversified; and to provide solutions to society's most pressing problems";[2] and

WHEREAS the institutional decisions UW makes today have lasting impacts on the future of our community, region and the world; and

WHEREAS the UW actively manages institutional change through the two years to two decades (2y2d) Sustainable Academic Business Plan (SABP) which advances both short term and long range goals and through strategic Key Initiatives; and

WHEREAS achieving institutional sustainability will require both a strategic Key Initiative and a Comprehensive Plan which coordinates the efforts and resources of our students, faculty, and staff, by making progress toward measurable goals and metrics; and

WHEREAS a strategic Key Initiative for Sustainability would marshall the university's resources around a vision for the future of our community, that aligns with the UW's values, mission and strategic plan; and

WHEREAS a strategic Key Initiative for Sustainability would support and advance University Accreditation Core Themes and Objectives of: Research and Scholarship, Teaching and Learning, Service and Engagement; and

WHEREAS a Comprehensive Sustainability Plan would support and advance the 2y2d SABP short term goals to: Decrease Costs, Increase Revenue, Invest in People, Invest in Infrastructure and Increase Access, while making progress toward the long term goals to: Sustain, Compete and Transform; and

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[1] Intergovernmental Panel on Climate Change (2018), *Global Warming of 1.5 °C: Summary for Policymakers*, p. 20 (D.2.1), https://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf
[2] University of Washington (2018), *Strategic Planning,* p. 2, https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/35/2012/10/05212738/UW_Strategic_Plan_2018-final.pdf

WHEREAS a Comprehensive Sustainability Plan would build on, support and align with existing UW policies such as the UW Strategic Framework, the UW Sustainable Academic Business Plan, the Campus Master Plan, the Climate Action Plan, the Race & Equity Initiative and the Population Health Initiative; and

WHEREAS the UW has recently "joined leading universities around the world in signing the newly-launched Declaration on University Global Engagement.This effort further aligns the work of the world's top universities with the United Nations Sustainable Development Goals";[3] and

WHEREAS a strategic Key Initiative for Sustainability and a Comprehensive Sustainability Plan is an opportunity for the UW to further align its values, mission and strategic planning with global sustainability standards like the Global Reporting Initiative[4] and the 2030 UN Sustainable Development Goals.[5]

THEREFORE BE IT RESOLVED BY THE GRADUATE AND PROFESSIONAL STUDENT SENATE OF THE UNIVERSITY OF WASHINGTON:

THAT we call for the University of Washington to make Sustainability a strategic Key Initiative in order to address the complex global challenges facing our students, campus and community in the 21st Century; and

THAT we advocate for and fully endorse the creation of a strategic Key Initiative for Sustainability to be announced on the 50th anniversary of Earth Day, Spring 2020; and

THAT the Sustainability Initiative will direct the UW Environmental Stewardship Committee to work with all campus stakeholders and partners on the creation of a Comprehensive Sustainability Plan with implementation beginning in Summer 2020; and

THAT the Sustainability Plan shall start at the beginning of the academic year 2020 to initiate a review cycle every eighth year, with revisions of the metrics and goals to be completed every tenth year (in 2030 and 2040) to achieve UW's carbon neutrality goal by 2050; and

THAT we resolve to advocate for the development of this plan and work with the UW Administration and all campus stakeholders and partners on the development of the scope, goals and metrics for this plan over the next two years; and

THAT a copy of this resolution be forwarded to University of Washington President Ana Mari Cauce, Provost Mark Richards, Associate Vice President and
Chief of Staff UW Finance & Administration Barbara Wingerson, Director of Sustainability Claudia Frere Anderson, UW Faculty Senate and ASUW Senate.

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[3]UW Office of Global Affairs (2018), *Achieving the U.N. goals through education, research and collaboration*, https://www.washington.edu/globalaffairs/2018/09/24/declaration-university-global-engagement/
[4]Global Reporting Initiative (Accessed October 2018), *About GRI*, https://www.globalreporting.org/Information/about-gri/Pages/default.aspx
[5]United Nations (Accessed October 2018), *Sustainable Development Goals*, https://sustainabledevelopment.un.org/sdgs

Appendix 4. Comparison of Sustainability Frameworks

Framework	Organization	Information
BREEAM Communities	Building Research Establishment Environmental Assessment Methodology (BREEAM)	http://www.breeam.com/communitiesmanual/
CASBEE	CASBEE (Comprehensive Assessment System for Built Environment Efficiency) is the green building management system in Japan	http://www.ibec.or.jp/CASBEE/english/certificationE.htm
City Blueprint	Waternet Amsterdam; KWR Water Cycle Research Institute	http://www.watershare.eu/tool/cityblueprint/start/
Climate+ Development Program	Clinton Foundation; US Green Building Council	http://c40-production-images.s3.amazonaws.com/other_uploads/images/1_Climate_Positive_Framework_v1.1_Aug_2013.original.pdf?1390706960
EcoDistrict Protocol	EcoDistricts	https://ecodistricts.org/
Eco2 Cities Initiative	World Bank	http://siteresources.worldbank.org/INTURBANDEVELOPMENT/Resources/336387-1270074782769/Eco2CitiesBookWeb.pdf
European Green Capital Award	European Commission	http://ec.europa.eu/environment/europeangreencapital/wp-content/uploads/2013/02/MDR0763Rp00026_Good-Practice-Report-2015_F01_light.pdf
European Green City Index	Economist Intelligence Unit; Siemens	http://www.siemens.com/press/pool/de/events/corporate/2009-12-Cop15/European_Green_City_Index.pdf
Eurostat Sustainable Development Indicators	Eurostat	http://ec.europa.eu/eurostat/web/sdi/indicators
Global City Indicators Programme	Global City Indicators Facility	http://www.cityindicators.org/Deliverables/GCIF%20-

		%20Web%20User%20Guide%2020130405_5-28-2013-1054298.pdf
Green Cities Programme	OECD (Organization for Economic Co-Operation and Development)	http://www.oecd.org/regional/greengrowth-in-cities.htm
Green Star	Green Building Council of Australia	http://www.gbca.org.au/green-star/
Indicators for Sustainability	Sustainable Cities International	http://sustainablecities.net/indicators-for-sustainability/
ISO 37120	International Organization for Standardization	https://www.iso.org/obp/ui/#iso:std:iso:37120:ed-2:v1:en
Living Community Challenge	International Living Future Institute	https://living-future.org/lcc/basics/
LEED for Cities	Leadership in Energy and Environmental Design (LEED)	https://new.usgbc.org/leed-for-cities
Reference Framework for Sustainable Cities (RFSC)	RFSC	http://www.rfsc.eu/
STAR Community Rating System	Sustainability Tools for Assessing and Rating Communities (STAR)	http://www.starcommunities.org/ratingsystem/
SynCity	Imperial College London	https://workspace.imperial.ac.uk/urbanenergysystems/public/urs_keirstead2009.pdf
Cities Statistics (Urban Audit)	Eurostat	http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-RA-07-016/EN/KSRA-07-016-EN.PDF
Urban Ecosystem Europe	International Council for Local Environmental Initiatives (ICLEI); Ambiente Italia	http://www.silesia.org.pl/upload/berrini.pdf
Urban Metabolism Framework	European Environmental Agency	http://ideas.climatecon.tuberlin.de/documents/wpaper/CLIMATECON-2011-01.pdf
Urban Sustainability Indicators	European Foundation for the Improvement of Living and Working Conditions	http://www.eurofound.europa.eu/publications/htmlfiles/ef9807.htm
Urban Indicators Guidelines	UN Human Settlements Programme	https://unhabitat.org/urban-indicators-guidelines-monitoring-the-habitat-agenda-and-the-millennium-development-goals/

Appendix 5. Sustainability Metrics

Coordination & Planning

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
PA-1: Sustainability Coordination	Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution. An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.
PA-2: Sustainability Planning	**Part 1. Measurable sustainability objectives** Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following: ● Academics - sustainability in curriculum and/or research ● Engagement - student, employee, or community engagement for sustainability ● Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement) ● Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing) The criteria for Part 1 may be met by any combination of published plans, for example: ● Sustainability plan ● Campus master plan or physical campus plan ● Climate action plan ● Diversity and inclusion plan ● Human resources strategic plan ● Strategic plan or equivalent guiding document **Part 2. Sustainability in institution's highest guiding document** Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent. Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or objectives that are related to

	rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify. For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.
PA-3: Inclusive and Participatory Governance	**Part 1. Shared governance bodies** Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review): ● Students ● Academic staff (i.e., faculty members) ● Non-academic staff The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures). **Part 2. Campus stakeholder representation in governance** Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members: ● Students ● Academic staff (i.e., faculty members) ● Non-academic staff **Part 3. Gender equity in governance** Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.
PA-4: Reporting Assurance *	Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria. To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include: A. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review. AND/OR B. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE). An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit. Minimum requirements The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps: 1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that: a. All required reporting fields, attachments, inventories, and URLs are included; b. Reported information meets credit criteria and is consistent with required timeframes; AND c. Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

	2. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed. 3. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed. 4. The Liaison or other primary contact uploads: a. A statement of affirmation from each reviewer, AND b. The completed STARS Review Template.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Integrative Process (IP) Credit **Quality of Life (QL) Credit**	**Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development**
LEED Credits	**Goal 17 Targets**
IP Credit: Integrated Planning & Leadership 1. Develop a Comprehensive Plan 2. Assemble Project Team 3. Develop a Roadmap QL Credit: Civic & Community Engagement QL Credit: Civil & Human Rights Prereq. Quality of Life Performance QL Credit: Poverty Alleviation QL Credit: Public Health	17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection 17.2 Developed countries to implement fully their official development assistance commitments, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries 17.3 Mobilize additional financial resources for developing countries from multiple sources 17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress 17.5 Adopt and implement investment promotion regimes for least developed countries 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism 17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed 17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building

	mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology 17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation 17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda 17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020 17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access 17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence 17.14 Enhance policy coherence for sustainable development 17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development 17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships 17.18 By 2020, enhance capacity-building support to developing countries, including least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

Investment & Finance

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
PA-9: Committee on Investor Responsibility	Institution has formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties). Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities. A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda. This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.
PA-10: Sustainable Investment	**Part 1. Positive sustainability investment** Institution invests in one or more of the following: ● Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines). ● Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance. ● Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals. ● Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent). ● Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1. ● Green revolving loan funds that are funded from the endowment. **Part 2. Investor engagement** Institution has policies and/or practices that meet one or more of the

	following criteria: ● Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations). ● Uses its sustainable investment policy to select and guide investment managers. ● Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines. ● Has 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. ● Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing). ● Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, the Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.
PA-11: Investment Disclosure	Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

LEED v4.1 Cities & Communities	UN SDG Global Goals
Quality of Life (QL) Credit	**Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**
LEED Credits	**Goal 8 Targets**
QL Credit: Civic & Community Engagement	8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the
QL Credit: Equitable Development	
QL Credit: Civic & Community Engagement	

	10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training 8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all 8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

Diversity & Affordability

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
PA-5: Diversity and Equity Coordination	Part 1 Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and training related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees. Part 2 Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff. The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.
PA-6: Assessing Diversity and Equity	**Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus.** The structured diversity and equity assessment process addresses: ● Campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups; ● Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR ● Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups). The results of the assessment may be shared with the campus community and/or made publicly available. An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in Assessing Employee Satisfaction credit.
PA-7: Support for Underrepresented Groups	**Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:** A. A publicly posted non-discrimination statement. B. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime. C. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups. D. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups. E. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:

	● Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.) ● Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics. ● Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.
PA-8: Affordability and Access	**Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators**: A. Percentage of need met, on average, for students who were awarded any need-based aid B. Percentage of students graduating without student loan debt C. Percentage of entering students that are low-income D. Graduation/success rate for low-income students These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Quality of Life (QL) Credit	**Goal 10. Reduce inequality within and among countries**
LEED Credits	**Goal 10 Targets**
QL Credit: Civic & Community Engagement QL Credit: Civic & Community Engagement QL Credit: Civil & Human Rights	16.1 Significantly reduce all forms of violence and related death rates everywhere 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime 16.5 Substantially reduce corruption and bribery in all their forms 16.6 Develop effective, accountable and transparent institutions at all levels 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance 16.9 By 2030, provide legal identity for all, including birth registration 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to

	prevent violence and combat terrorism and crime 16.b Promote and enforce non-discriminatory laws and policies for sustainable development
Prereq. Quality of Life Performance	8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training 8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all 8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

Wellbeing & Work

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
PA-12: Employee Compensation	**Part 1. Living wage for employees** More than 75 percent of the institution's employees receive a living wage (benefits excluded). Include all employees (full-time, part-time, and temporary) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice. **Part 2. Living wage for employees of contractors** Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded). Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors. An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above. **Part 3. Minimum total compensation for employees** Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage. Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers. **Determining the local living wage** To determine the local living wage: ● A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 Adults, 2 Children" (which assumes both adults are working) for the community in which the main campus is located. ● A Canadian institution must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage), ● An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).
PA-13: Assessing Employee Satisfaction	Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas: ● Job satisfaction ● Learning and advancement opportunities ● Work culture and work/life balance The institution has a mechanism in place to address issues raised by the evaluation.
PA-14: Wellness Programs	**Part 1. Wellness program** Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students

	and/or employees. **Part 2. Smoke-free environments** Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases and either: A. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR B. Prohibits smoking and tobacco use across the entire campus. Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.
PA-15: Workplace Health and Safety	**Part 1. Health and safety management system** Institution has an occupational health and safety management system (OHSMS). The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system. **Part 2. Incidents per FTE employe**e Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Quality of Life (QL) Credit	**Goal 3. Ensure healthy lives and promote well-being for all at all ages** **Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**
LEED Credits	**Goal 3 & 8 Targets**
QL Credit: Poverty Alleviation	8.1.1 Annual growth rate of real GDP per capita 8.2.1 Annual growth rate of real GDP per employed person 8.3.1 Proportion of informal employment in non-agriculture employment, by sex 8.4.1 Material footprint, material footprint per capita, and material footprint per GDP 8.4.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP 8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities 8.5.2 Unemployment rate, by sex, age and persons with disabilities 8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training 8.7.1 Proportion and number of children aged 5-17 years engaged in child labour, by sex and age 8.8.1 Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status 8.8.2 Level of national compliance of labour rights (freedom of association and collective bargaining)

	based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status 8.9.1 Tourism direct GDP as a proportion of total GDP and in growth rate 8.9.2 Proportion of jobs in sustainable tourism industries out of total tourism jobs 8.10.1 (a) Number of commercial bank branches per 100,000 adults and (b) number of automated teller machines (ATMs) per 100,000 adults 8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider 8.a.1 Aid for Trade commitments and disbursements 8.b.1 Existence of a developed and operationalized national strategy for youth employment, as a distinct strategy or as part of a national employment strategy
QL Credit: Civic & Community Engagement QL Credit: Public Health	3.1.1 Maternal mortality ratio 3.1.2 Proportion of births attended by skilled health personnel 3.2.1 Under-five mortality rate 3.2.2 Neonatal mortality rate 3.3.1 Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations 3.3.2 Tuberculosis incidence per 100,000 population 3.3.3 Malaria incidence per 1,000 population 3.3.4 Hepatitis B incidence per 100,000 population 3.3.5 Number of people requiring interventions against neglected tropical diseases 3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease 3.4.2 Suicide mortality rate 3.5.1 Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders 3.5.2 Harmful use of alcohol, defined according to the national context as alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol 3.6.1 Death rate due to road traffic injuries 3.7.1 Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods 3.7.2 Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group 3.8.1 Coverage of essential health services (defined as the average coverage of essential

	services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population) 3.8.2 Proportion of population with large household expenditures on health as a share of total household expenditure or income 3.9.1 Mortality rate attributed to household and ambient air pollution 3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe Water, Sanitation and Hygiene for All (WASH) services) 3.9.3 Mortality rate attributed to unintentional poisoning 3.a.1 Age-standardized prevalence of current tobacco use among persons aged 15 years and older 3.b.1 Proportion of the target population covered by all vaccines included in their national programme 3.b.2 Total net official development assistance to medical research and basic health sectors 3.b.3 Proportion of health facilities that have a core set of relevant essential medicines available and affordable on a sustainable basis 3.c.1 Health worker density and distribution 3.d.1 International Health Regulations (IHR) capacity and health emergency preparedness

Campus Engagement

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
EN-1: Student Educators Program	Part 1. Percentage of students served by a peer-to-peer educators program Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program. Part 2. Educator hours per student served by a peer-to-peer program Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.
EN-2: Student Orientation	Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

	As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.
EN-3: Student Life	Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories: ● Active student groups focused on sustainability ● Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems ● Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills) ● Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills ● Conferences, speaker series, symposia, or similar events focused on sustainability ● Cultural arts events, installations or performances focused on sustainability ● Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles ● Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused book for common reading) ● Programs through which students can learn sustainable life skills (e.g., a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together) ● Sustainability-focused student employment opportunities offered by the institution ● Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.
EN-4: Outreach Materials & Publications	Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one the following: ● A central sustainability website that consolidates information about the institution's sustainability efforts ● A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability ● Signage that highlights sustainability features on campus ● A sustainability walking map or tour ● A guide for green living and/or incorporating sustainability into the residential experience This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.
EN-5: Outreach Campaign	Part 1. Student outreach campaign Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student

	organization, or by students in a course. Part 2. Employee outreach campaign Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization. The campaign(s) reported for this credit could take the form of a competition (e.g., a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g., a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees. Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.
EN-6: Assessing Sustainability Culture	Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum. Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment. An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.
EN-7: Employee Educators Program	Part 1. Percentage of employees served by a peer-to-peer educators program Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program. Part 2. Educator hours per employee served by a peer-to-peer program Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program. To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution: ● Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer); ● Provides formal training to the employee educators in how to conduct peer outreach; AND ● Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination. To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators. This credit recognizes ongoing programs that engage employees as peers on a regular basis.

EN-8: Employee Orientation	Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).
EN-9 Staff Professional Development & Training	Part 1. Availability of professional development and training in sustainability Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year. Part 2. Participation in professional development and training in sustainability Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution. For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include: ● Training to integrate sustainability knowledge and skills into the workplace; ● Lifelong learning and continuing education in sustainability; and/or ● Sustainability accreditation and credential maintenance (e.g., LEED AP/GA). This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews. For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy). This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Quality of Life (QL) Credit	**Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** **Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**
LEED Credits	**Goal 16 Targets**
QL Credit: Civic & Community Engagement	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	16.1 Significantly reduce all forms of violence and related death rates everywhere 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime 16.5 Substantially reduce corruption and bribery in all their forms

	16.6 Develop effective, accountable and transparent institutions at all levels 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance 16.9 By 2030, provide legal identity for all, including birth registration 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime 16.b Promote and enforce non-discriminatory laws and policies for sustainable development

Public Engagement

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
EN-10: Community Partnerships	Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale. This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is: ● Financially or materially supported by the institution. ● Multi-year or ongoing (rather than a short-term project or event). ● Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge. ● Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review. This credit is inclusive of partnerships with local and distant communities. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the Community Service credit.
EN-11: Inter-Campus Collaboration	Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution: ● Is a member of a national or international higher education sustainability network. ● Actively participates in a regional, state/provincial, or local higher education sustainability network. ● Has presented at a higher education sustainability conference during the previous year. ● Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program. ● Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years. ● Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program. ● Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
EN-12: Continuing Education	Part 1. Continuing education courses in sustainability Institution's offers

	continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms). Required documentation Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include: ● The title and department (or equivalent) of the course. ● A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided. Part 2. Sustainability-focused certificate program Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent). Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, and Associate degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.
EN-13: Community Service	Part 1. Percentage of students participating in community service Institution engages its students in community service, as measured by the percentage of students who participate. Part 2. Community service hours per student Institution engages students in community service, as measured by the average hours contributed per student per year. Part 3. Employee community service program Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.
EN-14: Participation in Public Policy	Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels: ● Municipal/local ● State/provincial/regional ● National ● International The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level. Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may

	not.
EN-15: Trademark Licensing	Institution ensures that apparel bearing its name/logo is produced under fair working conditions by: ● Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or, for institutions outside the U.S., Canada, and the U.K., an equivalent independent monitoring and verification organization that has been approved by AASHE ; OR ● Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization. To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions. The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Quality of Life (QL) Credit	**Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** **Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all** **Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**
LEED Credits	**Goal 4, 8, 16 Targets**
QL Credit: Civic & Community Engagement	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the

	vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on

	Sustainable Consumption and Production, with developed countries taking the lead 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training 8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all 8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
	16.1 Significantly reduce all forms of violence and related death rates everywhere 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime 16.5 Substantially reduce corruption and bribery in all their forms 16.6 Develop effective, accountable and transparent institutions at all levels 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance 16.9 By 2030, provide legal identity for all,

	including birth registration 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime 16.b Promote and enforce non-discriminatory laws and policies for sustainable development

Curriculum

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
AC-1: Academic Courses	Part 1. Sustainability course offerings Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms). Part 2. Sustainability course offerings by department Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.
AC-2: Learning Outcomes	Part 1. Institutional sustainability learning outcomes Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students). The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify. Part 2. Program-level sustainability learning outcomes Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that: ● Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit, ● Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR ● Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.
AC-3: Undergraduate Program	Institution offers at least one: ● Sustainability-focused program (major, degree, or certificate program)

	for undergraduate students AND/OR ● Undergraduate-level, sustainability-focused minor or concentration (e.g., a concentration on sustainable business within a business major). To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic Systems. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.
AC-4: Graduate Program	Institution offers at least one: ● Sustainability-focused program (major, degree program, or equivalent) for graduate students AND/OR ● Graduate-level sustainability-focused minor, concentration, or certificate (e.g., a concentration on sustainable business within an MBA program). To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.
AC-5: Immersive Experience	Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus. To count, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge. For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.
AC-6: Sustainability Literacy Assessment	Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges. Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium as part of the National Survey of Student Engagement (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement. An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.
AC-7: Incentives for Developing Courses	Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability. Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

AC-8: Campus as a Living Laboratory	Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas: ● Campus Engagement ● Public Engagement ● Air & Climate ● Buildings ● Energy ● Food & Dining ● Grounds ● Purchasing ● Transportation ● Waste ● Water ● Coordination & Planning ● Diversity & Affordability ● Investment & Finance ● Wellbeing & Work This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example, below). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning). Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

LEED v4.1 Cities & Communities	UN SDG Global Goals
There is no LEED Credit for Education However, universities could integrate general LEED sustainability knowledge (not specific accreditation) into curriculum, research and learning outcomes.	**Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**
LEED Credits	**Goal 4 Targets**
	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for

	employment, decent jobs and entrepreneurship 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Research

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
AC-9: Research and Scholarship	Part 1. Sustainability research Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research. Part 2. Sustainability research by department Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one

	employee who conducts sustainability research. Required documentation Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research: ● Name ● Departmental affiliation ● Research interests/topics or a brief description justifying the individual's inclusion
AC-10: Support for Sustainability Research	Institution encourages and/or supports sustainability research through one or more of the following: ● An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research. ● An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff. ● Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research. ● Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
AC-11: Open Access to Research	Institution facilitates open access publishing in at least one of the following ways. The institution: A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository. B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "'author's accepted manuscript") versions of scholarly works in an open access repository. While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. C. Provides an open access article processing charge (APC) fund for employees. D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost. Policies and programs adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

LEED v4.1 Cities & Communities	UN SDG Global Goals
There is no LEED Credit for Education However, universities could integrate general LEED sustainability knowledge (not specific accreditation) into curriculum, research and learning outcomes	**Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**
LEED Credits	**Goal 4 Targets**
	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries 4.c By 2030, substantially increase the supply of qualified teachers, including through

	international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Energy

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-5: Building Energy Consumption	**Reduction in source energy use per unit of floor area:** Institution has reduced its total building energy consumption per gross square metre or foot of floor area compared to a baseline. **Site energy use per unit of floor area:** Institution's annual building energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).
OP-6: Clean & Renewable Energy	**Institution supports the development and use of clean and renewable energy sources,** using any one or combination of the following options: Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy generated, it may not claim such energy here. The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes. Option 2: Using clean and renewable sources on-site to generate energy other than electricity, e.g., using certain types of biomass for heating (see Standards and Terms). Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g., an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy. Option 4: Purchasing the environmental attributes of electricity in the form of green power, including: ● RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy). ● Green power purchasing options (e.g., from the institution's electric utility) that bundle physical electricity and renewable attributes. ● Project-specific supply options such as green power purchase agreements (PPAs).

LEED v4.1 Cities & Communities	UN SDG Global Goals
Energy and Greenhouse Gas Emissions (EN)	**Goal 7. Ensure access to affordable, reliable,**

	sustainable and modern energy for all
LEED Credits	**Goal 7 Targets**
EN Prerequisite: Power Access, Reliability and Resiliency	7.1 By 2030, ensure universal access to affordable, reliable and modern energy services
EN Credit: Clean and Green Power EN Prerequisite: Energy Performance	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix
EN Credit: Energy Efficiency	7.3 By 2030, double the global rate of improvement in energy efficiency
EN Credit: Smart Energy Systems EN Credit: Distributed Energy Resources	7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
EN Credit: Smart Energy Systems EN Credit: Distributed Energy Resources	7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support

UW Carbon Action Inventory	
Carbon Reduction Actions	**CO2 Reduction**
Central Plant Efficiency: Hot Water District Energy - HR Chillers Year Round: Hot Water District Energy - HR Chillers Summer Only:	 54,600 mCO2MG 18,700 mCO2MG
Off Campus Renewable Resource Development:	6,400 mCO2MG
Heat Recovery Pilot:	3,700 mCO2MG
Heat Recovery:	3,700 mCO2MG
Campus Renewable Energy Development:	3,600 mCO2MG

Air & Climate

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-1: Emissions Inventory and Disclosure	Part 1. Greenhouse gas emissions inventory Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also: ● Include Scope 3 GHG emissions from one or more of the following sources: ○ Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties) ○ Commuting (regular commuting to and from the institution by students and employees) ○ Purchased goods and services (e.g., food and paper) ○ Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles) ○ Fuel- and energy-related activities not included in Scope 1 or 2 ○ Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties) ○ Other sources not included in Scope 1 or 2 (e.g., student travel to/from home) ● Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process. Part 2. Air pollutant emissions inventory Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following: ● Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators) ● Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants) ● Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment) ● Commuting ● Off-site electricity production
OP-2: Greenhouse Gas Emissions	Part 1. GHG emissions per person Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline. Part 2. GHG emissions per unit of floor area Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area. Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see Standards and Terms). Carbon offsets For this credit, the following carbon offsets may be counted: ● Third-party verified, purchased carbon offsets ● Institution-catalyzed carbon offsets (popularly known as "local offsets")

	● Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment. Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided. Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Energy and Greenhouse Gas Emissions (EN)	**Goal 13. Take urgent action to combat climate change and its impacts**
LEED Credits	**Goal 13 Targets**
EN Prerequisite: Energy Performance: GHG Inventory	13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries 13.2 Integrate climate change measures into national policies, strategies and planning 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning 13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible 13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

UW Carbon Action Inventory	
Carbon Reduction Actions	**CO2 Reduction**

See Carbon Reduction Actions from all combined sections	

Buildings

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-3: Building Design and Construction	Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system. . Green building codes, policies/guidelines, and rating systems may be: ● Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR ● Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.
LEED v4.1	**UW Green Buildings Standard**
LEED v4.1 BD&C	● LEED Gold is baseline ● Energy: 15% more efficient Seattle Code ● Water: 50% reduction above Seattle Code

UW Carbon Action Inventory	
Carbon Reduction Actions: Building Design & Construction	**CO2 Reduction**
Steam & Chilled Water Submetering:	13,100 mCO2MG
Building Performance Analytics:	6,000 mCO2MG
Green Building Standard:	1,300 mCO2MG
Optimize Heating & Cooling in New Buildings:	730 mCO2MG
Smart Building Strategy:	0 mCO2MG

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-4: Building Operations and	Institution-owned buildings are operated and maintained in accordance

Maintenance	with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED ® : Building Operations + Maintenance (O+M). Sustainable operations and maintenance policies/programs and rating systems may be: ● Multi-attribute - addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR ● Single-attribute - focusing predominantly on one aspect of sustainability such as energy/water efficiency or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).
LEED v4.1 O&M	ACEEE State Policy Database https://database.aceee.org/state/washington Lookup: Seattle, King County & State existing building codes

UW Carbon Action Inventory	
Carbon Reduction Actions: Building Operations & Maintenance	**CO2 Reduction**
Steam & Chilled Water Submetering:	13,100 mCO2MG
Building Control Upgrades:	9,000 mCO2MG
Building Performance Analytics:	6,000 mCO2MG
Retro Commissioning:	5,500 mCO2MG
Utility Systems Maintenance & Repair:	1,800 mCO2MG
Smart Building Strategy:	0 mCO2MG

LEED v4.1 Cities & Communities	UN SDG Global Goals
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable	
LEED Credits	**Goal 11 Targets**
Quality of Life (QL) Credit: Affordable Housing	11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
Transportation & Land Use (TR) Credit: Transportation Choices **Transportation & Land Use (TR) Credit:**	11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public

Compact, Mixed Use and Transit Oriented Development	transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
Quality of Life (QL) Credit: Equitable Development	11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
Transportation & Land Use (TR) Credit: Historic Preservation and Preferred Locations **Natural Systems & Ecology (NS) Credit:** Natural Resources Conservations & Restoration	11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage
Quality of Life (QL) Credit: Environmental Justice **Quality of Life (QL) Credit:** Emergency Management & Response	11.5: By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
Quality of Life (QL) Credit: Environmental Justice **Materials & Resources (MR) Credit:** Prerequisite: Solid Waste Management	11.6: By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
Natural Systems & Ecology (NS) Credit: Green Spaces	11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
Integrated Planning & Leadership Credit	**11.7 a:** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
Natural Systems (NS) Credit: Resilience Planning **Quality of Life (QL) Credit:** Emergency Management & Response	**11.7 b:** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
Materials & Resources (MR) Credit: Responsible Sourcing for Infrastructure	**11.7 c:** Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

ACEEE State Policy Database
https://database.aceee.org/state/washington

Water

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-21 Water Use	Part 1. Reduction in potable water use per person Institution has reduced its annual potable water use per weighted campus user compared to a baseline. Part 2. Reduction in potable water use per unit of floor area Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline. Part 3. Reduction in total water withdrawal per unit of vegetated grounds Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline
OP-22 Rainwater Management	Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product. Policies adopted by entities of which the institution is part (e.g., state/provincial government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Water Efficiency (WE)	**Goal 6. Ensure availability and sustainable management of water and sanitation for all**
LEED Credits	**Goal 6. Targets**
WE Credit: Water Performance,	6.4 By 2030, substantially increase water-use efficiency across all sectors
WE Credit: Water Access & Quality,	6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

WE Credit: Smart Water Systems	6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
We Credit: Stormwater Management	6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes 6.b Support and strengthen the participation of local communities in improving water and sanitation management 6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

Grounds

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-9: Landscape Management	Institution's grounds include areas that are managed: ● Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used); OR ● In accordance with an Integrated Pest Management (IPM) program. An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.
OP-10: Biodiversity	Institution has conducted an assessment to identify: ● Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution; AND/OR ● Areas of biodiversity importance on land owned or managed by the institution. The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified. Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Natural Systems & Ecology (NS)	**Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss**

LEED Credits	Goal 15. Targets
NS Credit: Natural Resources Conservation & Restoration, Green Spaces NS Prerequisite: Ecosystem Assessment	15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally 15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products 15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species 15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts 15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems 15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

UW Carbon Reduction Inventory	
Carbon Reduction provided by grounds and trees	**CO2 Reduction**
Total Carbon Storage	$557,370 = 3,268 short tons
Carbon Sequestration $/yr	$18,700/yr
Carbon Sequestration tons/yr	109.7 tons/yr
CO2 Equivalent Storage	$557,370
CO2 Equivalent Storage	11,982
CO2 Equivalent Sequestration	$18,700/yr
CO2 Equivalent Sequestration	402 tons/yr
Source:https://landscape.itreetools.org/maps/benefits/ The Carbon and CO2 benefits from trees are calculated only using the MRLC NLCD 2011 and 2001 data. The system cannot currently account for the HiRes data.	

Transportation

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-15: Campus Fleet	Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are: A. Gasoline-electric hybrid, B. Diesel-electric hybrid, C. Plug-in hybrid, D. 100 percent electric (including electric assist utility bicycles and tricycles), E. Fueled with Compressed Natural Gas (CNG), F. Hydrogen fueled, G. Fueled with B20 or higher biofuel for more than 4 months of the year, OR H. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

	Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.
OP-16: Commute Modal Split	Part 1. Student commute modal split Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes. Part 2. Employee commute modal split Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their worksites.
OP-17: Support for Sustainable Transportation	Institution has implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution: ● Has a bicycle-sharing program or participates in a local bicycle-sharing program. ● Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization. ● Offers preferential parking or other incentives for fuel efficient vehicles. ● Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters. ● Has incentives or programs to encourage employees to live close to campus. ● Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Transportation & Land Use (TR)	**Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable**
LEED Credits	**Goal 11 Targets**
TR Prerequisite: Transportation Performance, Alternative Fuel Vehicles TR Credit: Transportation Choices, Transit Oriented Development TR Credit: Smart Mobility	11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums 11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women,

	children, persons with disabilities and older persons 11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries 11.4: Strengthen efforts to protect and safeguard the world's cultural and natural heritage 11.5: By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations 11.6: By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management 11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities 11.7 a: Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning 11.7 b: By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels 11.7 c: Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

UW Carbon Action Inventory	
Carbon Reduction Actions	**CO2 Reduction**
Universal U-Pass:	5,700 mCO2MG
Campus Mobility Framework:	3,300 mCO2MG

Transportation Innovation District:	2,900 mCO2MG
Parking Price Restructuring:	2,600 mCO2MG
Telework & Flexible Hours:	2,500 mCO2MG
Campus Ped & Bike Infrastructure:	2,000 mCO2MG
Electric Vehicle Infrastructure:	1,100 mCO2MG
Encourage Distance Education:	860 mCO2MG
Transit Oriented Development:	410 mCO2MG
Co-Located Faculty Housing:	380 mCO2MG
On Campus Shuttle:	230 mCO2MG
Reduce Fleet Emissions:	210 mCO2MG

Purchasing

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-11: Sustainable Procurement	Part 1. Institution-wide sustainable procurement policies Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example: ● A stated preference for post-consumer recycled or bio-based content, or to otherwise minimize the negative environmental impacts of products and services. ● A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts. ● A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance. Part 2. Life Cycle Cost Analysis Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price. Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While

	LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA. Part 3. Product-specific sustainability criteria Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.
OP-12: Electronics Purchasing	Institution purchases electronic products that are: ● EPEAT registered, ● Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR ● Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent). Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded. A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.
OP-13: Cleaning and Janitorial Purchasing	Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria: ● Blue Angel labeled (German Federal Environment Agency) ● Cradle to Cradle Certified ● ECOLOGO certified (UL Environment) ● EU Ecolabel ● Forest Stewardship Council (FSC) certified ● Good Environmental Choice Australia (GECA) certified ● Green Seal certified ● Nordic Swan labeled (Nordic Ecolabelling Board) ● U.S. EPA Safer Choice labeled ● Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins. Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.
OP-14: Office Paper Purchasing	Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Materials & Resources (MR)	**Goal 12. Ensure sustainable consumption and production patterns**
LEED Credits	**Goal 12 Targets**
MR Credit: Responsible Sourcing for Infrastructure	12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries 12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including restructuring taxation and phasing out harmful subsidies, where they exist, to reflect their environmental impacts, taking

	fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

Food & Dining

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-7: Food and Beverage Purchasing	Institution's dining services purchase food and beverage products that meet at least one of the following criteria: ● Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms. ● Plant-based. An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately. **Required documentation** For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at a minimum, the following information: ● Product name, label, or brand ● Product description/type ● Recognized sustainability standard met (e.g., third party certification or ecolabel) It is not required that products that qualify solely as plant-based be documented at the same level of detail.
OP-8: Sustainable Dining	Part 1. Sustainable dining initiatives Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor: ● Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community. ● Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer. ● Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing. ● Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options. ● Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at

	every meal. ● Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls. Part 2. Food waste minimization and recovery Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor: ● Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices. ● Has implemented trayless dining (in which trays are removed from or not available in the dining halls) and/or modified menus/portions to reduce post-consumer food waste. ● Donates food that would otherwise go to waste to feed people. ● Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).

LEED v4.1 Cities & Communities	UN SDG Global Goals
Quality of Life (QL) Credit	**Goal 12. Ensure sustainable consumption and production patterns** **Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture**
LEED Credits	**Goal 12 & 2 Targets**
QL Credit: Public Health: Option 2. Access to healthful food (Communities)	12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries 12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

	12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including restructuring taxation and phasing out harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities
	2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons 2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment 2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality 2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed 2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries 2.b Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round 2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and

	facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

Waste

Institutional Indicators	
STARS v2.2: Sub Category	**STARS v2.2: Criteria**
OP-18: Waste Minimization and Diversion	Part 1. Reduction in total waste per person Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline. Part 2. Total waste per person Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user. Part 3. Waste diverted from the landfill or incinerator Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.
OP-19: Construction and Demolition Waste Diversion	Institution diverts 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.
OP-20: Hazardous Waste Management	Part 1. Hazardous waste minimization and disposal Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus. Part 2. Electronic waste diversion Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards.

LEED v4.1 Cities & Communities	UN SDG Global Goals
Materials & Resources (MR)	**Goal 12. Ensure sustainable consumption and production patterns**
LEED Credits	**Goal 12 Targets**
MR Credit: Solid Waste Management,	12.1 Implement the 10-Year Framework of

Waste Performance, Smart Waste Management Systems MR Credit: Responsible Sourcing for Infrastructure	Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries 12.2 By 2030, achieve the sustainable management and efficient use of natural resources 12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature 12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products 12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including restructuring taxation and phasing out harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities