

Montclair State University

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

"---" indicates that no data was submitted for this field

Total number of degree-seeking students enrolled at the institution :

18402

Program name (1st program) :

New Jersey School of Conservation, Environmental Education Field Campus

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :

9000

A brief description of the program, including examples of peer-to-peer outreach activities (1st program) :

Each academic year the NJSOC provides environmental education programs for nearly 9,000 elementary/secondary school students, and nearly 1,000 teachers from about 100 schools.(Wikipedia)

A brief description of how the student educators are selected (1st program) :

Student educators include teachers from New Jersey school and the MSU College of Science and Mathematics

A brief description of the formal training that the student educators receive (1st program) :

The environmental education programs provide field experiences in the environmental sciences, humanities, outdoor pursuits, and the social sciences.

A brief description of the staff and/or other financial support the institution provides to the program (1st program) :

The New Jersey School of Conservation is part of the MSU College of Science and Mathematics

The website URL for 1st Program :

<http://www.montclair.edu/csam/njsoc/>

Program name (2nd program) :

Herpetology Workshop

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :

25

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program) :

The program combines classroom instruction and fieldwork in order to introduce participants to the biology, habitats, natural history, conservation and management of reptiles and amphibians native to northwestern New Jersey.

A brief description of how the student educators are selected (2nd program) :

Elementary/secondary school students

A brief description of the formal training that the student educators receive (2nd program) :

Graduate degree (BS/MA/PhD) in Environmental Management

A brief description of the staff and/or other financial support the institution provides to the program (2nd program) :

NJ School of Conservation

The website URL for 2nd program :

<http://csam.montclair.edu/njsoc/summer/Herpetologyworkshop.html>

Program name (3rd program) :

Summer Research Experience for Undergraduate

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :

15

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program) :

Montclair State University and the National Science Foundation sponsored 8-week Summer Research Experience for Undergraduates the New Jersey School of Conservation

A brief description of how the student educators are selected (3rd program) :

In the summers of 2011, 2012, and 2013, ten undergraduate students will be selected by their universities to participate in this hands-on, field-oriented research program centered on forest lakes in the Kittatinny Mountains of Northwest New Jersey.

A brief description of the formal training that the student educators receive (3rd program) :

The objective is to cultivate highly motivated undergraduate students in transdisciplinary environmental research. Working with faculty mentors, participants will gain scientific research experience by focusing on and rotating among the following research areas: 1) surface hydrology, 2) subsurface hydrology, 3) erosion and sedimentation, 4) water chemistry, and 5) biodiversity/ ecology.

A brief description of the staff and/or other financial support the institution provides to the program (3rd program) :

Participants will receive a stipend of \$4,000, with lodging and meals provided. The REU: Environmental Research on Forest Lakes program will also cover travel expenses for participants to attend professional conferences to present studies.

The website URL for 3rd program :

<http://www.montclair.edu/csam/reu/>

Program name (All other programs) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :

A brief description of the program, including examples of peer-to-peer outreach activities (All other programs) :

A brief description of how the student educators are selected (All other programs) :

A brief description of the formal training that the student educators receive (All other programs) :

A brief description of the staff and/or other financial support the institution provides to the program (All other programs) :

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
 - Additional members of a mailing list or group
-

Submission Note:

MSU student volunteers engage the campus community in annual Earth Day activities on campus and in communities in the state. Students, faculty and other staff are informed through the college's webpage about earth day week of activities, including seminars in the state in which they can participate. Activities range from clean-up campaigns, education seminars about green alternatives, water issues and environmental problem solving. Seminars on sustainability matters are also implemented on campus to recognize earth day

"---" indicates that no data was submitted for this field

Does the institution hold a campaign that meets the criteria for this credit? :

Yes

The name of the campaign(s) :

Gotta Be Green/Earth Day Activities

A brief description of the campaign(s) :

Planning of campus wide Earth Month events

A brief description of the measured positive impact(s) of the campaign(s) :

Heightened faculty, staff, surrounding community awareness about sustainability.

The website URL where information about the sustainability outreach campaign(s) is available :

<http://www.montclair.edu/orgs/MSUWaterWatch/EarthDay.html>

Sustainability in New Student Orientation

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

Submission Note:

Information on Campus Sustainability is included in the campus main web page and the Center for Global Education seminars for new students.

"---" indicates that no data was submitted for this field

Does the institution include sustainability prominently in new student orientation? :

Yes

A brief description of how sustainability is included prominently in new student orientation :

MSU promotes sustainability through campus tours, faculty seminars and laboratory training.

The website URL where information about sustainability in new student orientation is available :

<http://www.montclair.edu/>

Sustainability Outreach and Publications

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - A vehicle to publish and disseminate student research on sustainability
 - Building signage that highlights green building features
 - Food service area signage and/or brochures that include information about sustainable food systems
 - Signage on the grounds about sustainable groundskeeping strategies employed
 - A sustainability walking map or tour
 - A guide for commuters about how to use alternative methods of transportation
 - A guide for green living and incorporating sustainability into the residential experience
 - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
 - Other
-

"---" indicates that no data was submitted for this field

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts? :

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts :

The Campus Sustainability website that consolidates information about the institution's sustainability efforts.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :

<http://www.montclair.edu/facilities/ehs/sustainability/index.html>

Does the institution have a sustainability newsletter? :
Campus Sustainability Data Collector | AASHE | Sierra Magazine

Yes

A brief description of the sustainability newsletter :

The College of Science and Mathematics publishes an informative newsletter each semester highlighting both faculty and students research, awards, conferences and other relevant activities

The website URL for the sustainability newsletter :

<http://www.montclair.edu/csam/about-us/newsletters/>

Does the institution have a vehicle to publish and disseminate student research on sustainability? :

Yes

A brief description of the vehicle to publish and disseminate student research on sustainability :

MSU regularly encourages and implement sustainability events. - On April 26 – 27, 2012, the College of Science and Mathematics with the Society of Environmental Toxicology co –sponsored a regional environmental quality themed seminar that also encouraged students' research presentation.

The website URL for the vehicle to publish and disseminate student research on sustainability :

<http://www.montclair.edu/csam/pseg-institute-sustainability/>

Does the institution have building signage that highlights green building features? :

Yes

A brief description of building signage that highlights green building features :

The Campus Sustainability website highlights green building features

The website URL for building signage that highlights green building features :

<http://sustainablemsu.maps.arcgis.com/explorer/>

Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :

No

A brief description of food service area signage and/or brochures that include information about sustainable food systems :

The website URL for food service area signage and/or brochures that include information about sustainable food

systems :

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? :

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :

Does the institution have a sustainability walking map or tour? :

Yes

A brief description of the sustainability walking map or tour :

The Campus Sustainability maintains a map of bicycle and walking paths.

The website URL of the sustainability walking map or tour :

<http://www.montclair.edu/facilities/ehs/sustainability/maps.html>

Does the institution have a guide for commuters about how to use alternative methods of transportation? :

Yes

A brief description of the guide for commuters about how to use alternative methods of transportation :

To promote the use of public transportation and reduce the number of single occupant vehicles driven to campus, MSU and NJ Transit have partnered to offer full-time undergraduate and graduate students a 25% discount on a rail, bus, or light rail monthly pass when they enroll online through NJ TRANSIT's Quik-Tik program. MSU's shuttle fleet runs on low sulfur diesel fuel. In addition to MSU's shuttle fleet, five bus lines currently operate on campus - four from NJ Transit and one private carrier. There are two train stations adjacent to MSU's campus - Montclair State University station at the north end and Montclair Heights Station at the south end. MSU has electric vehicles for staff to use on campus as an alternative to diesel powered golf carts. These vehicles are used by various shops/departments within Facilities and Dining Services. MSU encourages students, faculty and staff to use bicycles. There are 27 bicycles racks on campus, some of which were installed during the last two years.

The website URL for the guide for commuters about how to use alternative methods of transportation :

<http://www.montclair.edu/facilities/fs/parking/>

Does the institution have a guide for green living and incorporating sustainability into the residential experience? :

Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience :

The Global Living Community (GLC) is a residential community of International and American students at MSU. Any student with at least 50 credits, who is interested in learning about the traditions and customs of students from a variety of countries, should think about applying to be a part of this living community in The Village at Little Falls.

American students in this program will be expected to assist in the transitional issues faced by international students (i.e. orientation to campus life, Montclair, and its surrounding communities). In exchange, the international students will be expected to share with the American students the customs and culture from their native lands. Consideration will be given to American students who express interest in living with an international student of a specific culture or who speaks a foreign language.

The website URL for the guide for green living and incorporating sustainability into the residential experience :

<http://www.montclair.edu/resed/learningcommunities/GLC.html>

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :

Yes

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :

The Montclarion helps to raise sustainability awareness through regular articles featuring some issues relating to sustainability.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :

<http://www.themontclarion.org/>

Does the institution produce another sustainability publication or outreach material not covered above? (1st material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (4th material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (5th material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (6th material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (7th material) :

A brief description of this material :

The website URL for this material :

Does the institution produce another sustainability publication or outreach material not covered above? (8th material) :

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Amy Ferdinand
Director
EH&S

"---" indicates that no data was submitted for this field

Does the institution have an active student group focused on sustainability? :

Yes

The name and a brief description of each student group :

The purpose of the Gotta Be Green Organization is to not only raise awareness of environmental issues that we face on a daily basis but to also encourage involvement in their solutions. We aim to do this by promoting environmentally friendly ideas and activities both on and off campus. One of our main goals is to convert Montclair State into an environmentally protective university. Through our efforts, we hope that over time MSU will become a renowned "Green Community".

List up to 4 notable recent activities or accomplishments of student group(s) :

1. Earth Day/Month activities
2. Participation in the Annual Passaic River Clean-up
3. Planting of trees with the students from the Children Center
4. Community Education

List other student groups that address sustainability :

PhD Sustainabiliu

The website URL where information about student group(s) is available :

<http://www.montclair.edu/csam/doctoral-environment-management/>

Organic Garden

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Model Room in a Residence Hall

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Themed Housing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainable Enterprise

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Events

Responsible Party

Amy Ferdinand
Director
EH&S

Submission Note:

- MSU holds yearly student symposiums in which both undergraduate and graduate students are invited to showcase their research through poster presentations and presentations. The PhD students in Environmental Management are actively involved by showcasing the wide range of their research that entails both an interdisciplinary and reductionist approach to management of environmental problems. The most recent conference was in April 2012

"---" indicates that no data was submitted for this field

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :

Yes

A brief description of the event(s) :

MSU regularly encourages and implement sustainability events. Specifically, those highlighted are noteworthy because of their time and geographical scale.

The website URL where information about the event(s) are available :

<http://www.montclair.edu/csam/student-research-symposium/>

Outdoors Program

Responsible Party

Amy Ferdinand

Director

EH&S

"---" indicates that no data was submitted for this field

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :

Yes

A brief description of the program :

Herpetology Workshop at the NJ School of Conservation scheduled for June 2012 that “will combine classroom instruction and fieldwork in order to introduce participants to the biology, habitats, natural history, conservation and management of reptiles and amphibians native to northwestern New Jersey.”

The website URL where information about the program is available :

<http://www.montclair.edu/csam/nj-school-of-conservation/>

Themed Semester or Year

Responsible Party

Amy Ferdinand

Director

EH&S

Submission Note:

The MSU Sustainability Seminar Series is mandatory for the PhD Program in Environmental Management

"---" indicates that no data was submitted for this field

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

A brief description of the themed semester, year, or first-year experience :

The PhD program focuses several seminars each semester around the sustainability theme.

The sustainability-related book that was chosen, if applicable :

N/A

The website URL where information about the theme is available :

<http://www.montclair.edu/csam/doctoral-environment-management/seminars/>

Curriculum

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

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

Submission Note:

The Earth and Environmental Department identified bachelors and graduate sustainability and sustainability related courses are described at the referenced link

"---" indicates that no data was submitted for this field

Has the institution developed a definition of sustainability in the curriculum? :

Yes

A copy of the institution's definition of sustainability in the curriculum? :

Vision: “The College of Science and Mathematics is the University cornerstone for science learning, scholarship and service. The College is the catalyst for the creation of transdisciplinary programs that provide regional leadership and garner national recognition in sustainability studies and pharmaceutical life sciences. The College offers transformative opportunities within a discovery-based curriculum of science, mathematics and technology to a diverse student body in preparation for 21st Century challenges. With an outstanding cadre of faculty, staff and students, an unlimited supply of inquiry, and innovative public and private collaboration, the College is an indispensable source of new knowledge and solutions. Our students are the future”.

Mission of the College of Science and Mathematics (Extract) : “The College offers strong disciplinary and interdisciplinary baccalaureate, certificate, master’s and select doctoral programs reflecting contemporary needs and research foci in sciences and mathematics. Through an array of discovery-based courses and research opportunities, the College encourages learning of science and mathematics for all University students. Highly skilled faculty with internationally recognized credentials and research experience, who are actively engaged in scientific and mathematical discovery, teaching and learning, support all College activities. These professionals are committed to the highest standards of education in the classroom, the research laboratory and the field. The College provides the rich milieu that engages students in scientific depth and educational breadth to discover new knowledge and evaluate existing knowledge critically and rigorously.

The College of Science and Mathematics distinguishes itself through its commitment to sustainability and pharmaceutical life sciences via strategic growth as a national resource in select disciplines and a growing array of transdisciplinary efforts. The creation of new, and the enhancement of existing centers and institutes, will support research and education in the specialized science and mathematics disciplines of the 21st Century. The reach of the College of Science and Mathematics extends beyond the campus context with regional, national and international collaborations with academia, state and national labs and industry. Through these partnerships, the College shares its programs and research expertise with the larger community.

Has the institution identified its sustainability-focused and sustainability-related course offerings? :

Yes

A brief description of the methodology the institution followed to complete the inventory :

Consultation with faculty and students alike.

Does the institution make its sustainability course inventory publicly available online? :

Yes

The website URL where the sustainability course inventory is posted :

<http://www.montclair.edu/csam/earth-environment-studies/academic-programs/>

Sustainability-Focused Courses

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

Submission Note:

We have offered a rough estimate of courses.

"---" indicates that no data was submitted for this field

The number of sustainability-focused courses offered :

250

The total number of courses offered :

2500

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

These online courses are offered by the NJ School of Conservation in partnership with the Swamp School

- In the PhD in Environmental Management sustainable all courses are focused on sustainability.
- Masters in Environmental Management
- Masters in Environmental Science
- Masters in Environmental Education
- Certificate in Water Recourse Management
- Teacher Certification in Earth Science

- BA in Environmental Studies Concentration

- Environmental Science/Geoscience Concentration (B.S.)
- Aquatic and Coastal Sciences

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :

http://www.nj.gov/highereducation/Program_Inventory/DegreeListings/Montclair.htm

A copy of the sustainability course inventory :

[Montclair State University.pdf](#)

Sustainability-Related Courses

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---" indicates that no data was submitted for this field

The number of sustainability-related courses offered :

20

The total number of courses offered :

20

Number of years covered by the data :

One

A list of sustainability-related courses offered :

At the undergraduate level in Justice Studies in the College of Social Studies and Humanities, there is a minor concentration in Environmental Justice. In the Earth and Environmental Department there is a minor in Urban Studies.

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :

<http://www.montclair.edu/csam/about-us/>

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

Submission Note:

There are also sustainability related centers and research institutions at MSU. They are:

1. PSEG Institute for Sustainability Studies
2. Passaic River Institute
3. Center for Environmental Management and Analysis
4. Bristol –Squibb Myers Center

"---" indicates that no data was submitted for this field

The number of departments that offer at least one sustainability-related or -focused course :

8

The total number of departments that offer courses :

8

A list of departments that offer sustainability courses :

1. Earth and Environmental Studies Department
2. Department of Biology and Molecular Biology
3. Justice Studies Department
4. Anthropology
5. Department in the Business School
6. Modern Languages and Literatures
7. Industrial Design – Sustainability related
8. Chemistry

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available :

<http://www.montclair.edu/csam/pseg-institute-sustainability/affiliated-faculty>

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

"---" indicates that no data was submitted for this field

The number of graduates covered by the sustainability learning outcomes :

30

Total number of graduates :

30

A list of degree programs that have sustainability learning outcomes :

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

<http://www.montclair.edu/graduate/programs-of-study/doctoral-degrees/environmental-management-phd/>

A copy of the sustainability course inventory :

A list or sample of the sustainability learning outcomes associated with the degree programs :

1. Demonstrate the ability to recognize and analyze relationships among scientific, technological, societal, and economic issues.
2. Demonstrate an understanding of the uses of research in data driven decision and policymaking processes based on current scientific knowledge and methodology.

3. Use the knowledge to exercise environmental problem solving expertise using multi-perspective, interdisciplinary, and adaptive approaches to promote a sustainable world.
4. “Understand and manage resource potentials; handling trade-offs and compromises while minimizing new sustainability problems”.
5. “Cultivate the prolonged performance of environmentally responsible behaviors and the development of self-confidence to support the development of attitudes, beliefs, and values that will aid individuals and groups alike in the resolution of current environmental problems, the avoidance of future environmental problems, and the quest for sustainable development”.

Undergraduate Program in Sustainability

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

"---" indicates that no data was submitted for this field

Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

The name of the sustainability-focused, undergraduate degree program (1st program) :

the Bachelor in Environmental Management and Environmental Science

The website URL for the program (1st program) :

<http://www.montclair.edu/csam/earth-environment-studies/academic-programs/ba-bs-degrees/>

The name of the sustainability-focused, undergraduate degree program (2nd program) :

Biology Major, Environmental Science Concentration (B.S.) - Undergraduate

The website URL for the program (2nd program) :

<http://www.montclair.edu/csam/biology/undergraduates/concentration-environment/>

The name of the sustainability-focused, undergraduate degree program (3rd program) :

The website URL for the program (3rd program) :

The name and website URLs of all other sustainability-focused, undergraduate degree program(s) :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Graduate Program in Sustainability

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

"---" indicates that no data was submitted for this field

Does the institution offer a graduate degree program that meets the criteria for this credit? :

Yes

The name of the sustainability-focused, graduate-level degree program (1st program) :

PhD in Environmental Management

The website URL for the program (1st program) :

<http://www.montclair.edu/csam/doctoral-environment-management/>

The name of the sustainability-focused, graduate-level degree program (2nd program) :

Master of Arts/Science in Environmental Studies

The website URL for the program (2nd program) :

<http://www.montclair.edu/csam/earth-environment-studies/academic-programs/ma-ms-degrees/>

The name of the sustainability-focused, graduate-level degree program (3rd program) :

The website URL for the program (3rd program) :

The name and website URLs of all other sustainability-focused, graduate-level degree program(s) :

Sustainability Immersive Experience

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Literacy Assessment

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Incentives for Developing Sustainability Courses

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a program that meets the criteria outlined above? :

Yes

A brief description of the program(s) :

The faculty members associated with the PhD program in Environmental Management have published extensively in scholarly venues. Since the inception of the doctoral program in 2004 and early 2009 when the PhD program was approved, doctoral faculty published several books, more than 250 journal articles and book chapters, and numerous technical abstracts and conference proceedings. View a partial list of the faculty publications.

A brief description of the incentives that faculty members who participate in the program(s) receive :

The faculty members associated with the program have increased their external funding several folds over the past several years bringing in highly competitive grants from NSF, EPA, NOAA, NASA, NIH, etc. Faculty participating in this program have, for example, obtained funding from the following agencies: Chinese Education Ministry Research Fund (Feng); Department of Housing and Urban Development (Sarkar); Environmental Protection Agency (Feng, Ophori, Sarkar); National Science Foundation (Brachfeld, Pope, Gorrington, Ophori, Prezant, Passchier); National Endowment for the Humanities (Sternberg, Taylor); National Park Service, Department of the Interior (Prezant); NJ Department of Environmental Protection (Gorrington, Pope); Florida Game and Freshwater Fish Commission (Smallwood); E. J. Noble Foundation (Prezant); National Institute of Health (Hallaby, Vega, Sarkar); U.S. Geological Survey (Sarkar), U.S. Department of Defense (Sarkar); U.S. Military Academy at West Point via Matrix New World Engineering, Inc. (Prezant). A partial listing of the grants obtained by the participating Doctoral Faculty in the Environmental Management program since 2004.

The website URL where information about the program is available :

<http://www.montclair.edu/csam/doctoral-environment-management/publications-grants/>

Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3

Institution makes its sustainability research inventory publicly available online.

"---" indicates that no data was submitted for this field

Has the institution developed a definition of sustainability research? :

Yes

A copy of the institution's definition of sustainability research :

Vision: “The College of Science and Mathematics is the University cornerstone for science learning, scholarship and service. The College is the catalyst for the creation of transdisciplinary programs that provide regional leadership and garner national recognition in sustainability studies and pharmaceutical life sciences. The College offers transformative opportunities within a discovery-based curriculum of science, mathematics and technology to a diverse student body in preparation for 21st Century challenges. With an outstanding cadre of faculty, staff and students, an unlimited supply of inquiry, and innovative public and private collaboration, the College is an indispensable source of new knowledge and solutions. Our students are the future”.

Mission of the College of Science and Mathematics (Extract) : “The College offers strong disciplinary and interdisciplinary baccalaureate, certificate, master’s and select doctoral programs reflecting contemporary needs and research foci in sciences and mathematics. Through an array of discovery-based courses and research opportunities, the College encourages learning of science and mathematics for all University students. Highly skilled faculty with internationally recognized credentials and research experience, who are actively engaged in scientific and mathematical discovery, teaching and learning, support all College activities. These professionals are committed to the highest standards of education in the classroom, the research laboratory and the field. The College provides the rich milieu that engages students in scientific depth and educational breadth to discover new knowledge and evaluate existing knowledge critically and rigorously.

The College of Science and Mathematics distinguishes itself through its commitment to sustainability and pharmaceutical life sciences via strategic growth as a national resource in select disciplines and a growing array of transdisciplinary efforts. The creation of new, and the enhancement of existing centers and institutes, will support research and education in the specialized science and mathematics disciplines of the 21st Century. The reach of the College of Science and Mathematics extends beyond the campus context with regional, national and international collaborations with academia, state and national labs and industry. Through these partnerships, the College shares its programs and research expertise with the larger community

Has the institution identified its sustainability research activities and initiatives? :

Yes

A brief description of the methodology the institution followed to complete the inventory :

Consultation with faculty and students

Does the institution make its sustainability research inventory publicly available online? :

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

<http://www.montclair.edu/csam/doctoral-environment-management/>

Faculty Engaged in Sustainability Research

Responsible Party

Amy Ferdinand

Director

EH&S

Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

"---" indicates that no data was submitted for this field

The number of faculty members engaged in sustainability research :

36

The total number of faculty members engaged in research :

50

Names and department affiliations of faculty engaged in sustainability research :

1. Robert S. Prezant (Dean, College of Science, and Mathematics) – Environmental monitoring, ecology, marine and aquatic biodiversity
2. Gregory Pope – Human impacts on the environment, soil science
3. Sandra Passchier; Stefanie Brachfeld - Earth's glacial record, sedimentology, and long-term global climate change
4. Mark Chopping; Danlin Yu; Josh Galster - GIS/Remote Sensing
5. Robert Taylor -Environmental Management, Urban Studies, Brownfields Redevelopment
6. Environmental Geochemistry, Remediation lead, arsenic – Dibs Sarkar
7. Danlin Yu - Geography, GIS/Spatial Statistics, urban and regional studies
8. Mark Chopping - Remote sensing of the environment and GIS
9. Duke Ophori- Hydrogeology, Simulation of groundwater flow, and contaminant transport in groundwater systems
10. Harbans Singh- Environmental assessment
11. Eric Stern - Sediment remediation, beneficial and sustainable use of decontaminated sediments, regional sediment management
12. Michael Kruege - Sediment geochemistry of organic contaminants
13. Matthew Gorrington -Quantitative analysis of minerals and metals in environmental samples
14. Paul Bologna- Aquatic vegetation and ecology
15. Lisa C. Hazard - Ecological and evolutionary physiology of reptiles and amphibians
16. Scott Kight- Aquatic ecology, aquatic insects
17. John Korky - Ecology, morphology, and systematics of amphibian adults and larvae
18. Lee Lee - Aquatic microbiology
19. Dirk Vanderklein - Environmental stress, Plant growth/survival

20. John Smallwood - Ecology of the American Kestrel
21. Wu Mein Yin - Aquatic ecology, ecosystem restoration, invasive species management, wetland assessment and mitigation
22. William H. Thomas - Anthropology, ethno-ecology, conservation and traditional ecological wisdom of indigenous people
23. Randall W. Fitzgerald - Microtine evolutionary ecology, sexual selection, conservation art
24. Kevin Olsen - Analytical chemistry, maritime history of northeastern NJ
25. Stefan Robila- Remote Sensing
26. Katherine Herbert - Bioinformatics, science informatics, data quality and integration
27. Marietta Morrissey -Economic sustainability, Central America and Caribbean, development studies
28. Katherine T. McCaffrey - Colonialism, social movements, the military, and the environment
29. Richard Mark Conway - Social, environmental and economic history of indigenous communities under 16th-18th centuries Spanish rule in Latin America, agrarian societies, relations between cities
30. Neeraj Vedwan - Natural Resource Management, Policy, Cultural and environmental anthropology
31. Elizabeth Emery - Nineteenth-century European and American cultural studies, ecofiction, socially-informed literature, colonialism, modern agricultural sustainability
32. Jacalyn Giacalone Willis - Tropical forest ecology, mammalian population ecology, ocelot behavior, wildlife surveillance technology, professional development of teachers, distance learning
33. Lisa Anne Zilney - Environmental justice, environmental crime, human-animal bond, human-animal violence
34. Chrite E. Labrent - Microenterprise creation and economic development
35. Mark J. Kay Sustainable business practices, marketing models
36. Denis Feigler - Emotional influence of design in diverse cultural and social settings, experience design, sustainable design, biomimicry.

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :

<http://www.montclair.edu/csam/pseg-institute-sustainability/affiliated-faculty/>

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research :

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

"---" indicates that no data was submitted for this field

The total number of academic departments that conduct research :

36

The number of academic departments in which at least one faculty member engages in sustainability research :

21

A list of academic departments in which at least one faculty member engages in sustainability research :

1. Earth and Environmental Studies Department
2. Department of Biology and Molecular Biology
3. Justice Studies Department
4. Anthropolgy
5. Department in the Business School
6. Modern Languages and Literatures
7. Industrial Design – Sustainability related
8. Chemistry and Biochemistry

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

<http://www.montclair.edu/csam/pseg-institute-sustainability/affiliated-faculty/>

A copy of the sustainability research inventory that includes the departments engaged in sustainability research :

Sustainability Research Incentives

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

"---" indicates that no data was submitted for this field

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit? :

Yes

A brief description of the institution's program(s) to encourage student research in sustainability :

general course work. See link at for grants in the College of Science and Mathematics. PhD students are among those who have made use of this opportunity.

The interdisciplinary approach to environmental management courses also offers students an avenue through which to gain knowledge and experience. This can be obtained from the research centers on site, interaction with industry personnel who are frequent guests speakers at the weekly seminars. It is also mandatory that PhD students have pertinent industry personnel as a doctoral committee member to encourage industry affiliation, increase in knowledge and assistance (academic) with the research project.

The website URL where information about the student research program is available :

<http://www.montclair.edu/csam/doctoral-environment-management/>

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit? :

Yes

A brief description of the institution's program(s) to encourage faculty research in sustainability :

The faculty members associated with the PhD program in Environmental Management have published extensively in scholarly venues. Since the inception of the doctoral program in 2004 and early 2009 when the PhD program was approved, doctoral faculty published several books, more than 250 journal articles and book chapters, and numerous technical abstracts and conference proceedings. View a partial list of the faculty publications.

The website URL where information about the faculty research program is available :

<http://www.montclair.edu/csam/doctoral-environment-management/>

Interdisciplinary Research in Tenure and Promotion

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Operations

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building’s impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

"---" indicates that no data was submitted for this field

Total building space that meets "Eligible Buildings Criteria" :

2500000 *Square Feet*

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :

500000 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Silver certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Gold certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Platinum certified :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

<http://www.montclair.edu/facilities/ehs/sustainability/initiatives.html>

An electronic copy of the guidelines or policies :

The date(s) the policies or guidelines were adopted :

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies :

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :

Building Design and Construction

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

"---" indicates that no data was submitted for this field

New building space that meets "Eligible Buildings Criteria" :

250000 *Square Feet*

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :

0 *Square Feet*

New building space that is LEED Certified :

250000 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

0 *Square Feet*

New building space that is LEED Platinum certified :

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available :

<http://www.montclair.edu/facilities/ehs/sustainability/initiatives.html>

An electronic copy of the guidelines or policies :

The date(s) the policies or guidelines were adopted :

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies :

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :

Indoor Air Quality

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

2500000 *Square Feet*

Total occupied building space :

2500000 *Square Feet*

A brief description of the institution's indoor air quality plan, policy, and/or practices :

The Office of Environmental Health and Safety develops, establishes and administers the University's policies and procedures for campus environmental compliance, health and safety. This ensures the University's compliance with all federal, state and local laws, regulatory guidelines and industry standards relating to the environment, health and safety. This office administers the Environmental Health and Safety Management System (EHS-MS) including the Hazard Communication, Community Right to Know and Hazardous Materials Management programs. It coordinates the Chemical Hygiene and Radiation Safety Programs with the School of Mathematics and Sciences.

The website URL where information about the institution's indoor air quality initiatives is available :

<http://www.montclair.edu/facilities/ehs/index.html>

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Submission Note:

Since the formal adoption of the President's Climate Commitment in 2008, Montclair State University (MSU) has increased its activities to significantly lower green house gas emissions towards the goal of achieving carbon neutrality by 2050. Some measures to reduce energy include having greater than 5% of campus appliances Energy Star-rated; campus lighting fixtures being energy efficient. On-site solar (790, 56,000 kwh), on-site combined heat and power (4.3MW), and purchase of green energy/green power are initiatives to reduce our carbon footprint. In June 2011, the use of alternative energy resulted in 1,152 MWh of energy being returned to the grid. Also, from 2008 to 2011 the University has managed a total savings (MTCO_{2e}) which have increased from 15% to 20.34% (\$10,081,163) by using alternative energy.

"---" indicates that no data was submitted for this field

The website URL where the GHG emissions inventory is posted :

<http://www.montclair.edu/facilities/ehs/sustainability/index.html>

Does the inventory include all Scope 1 and 2 emissions? :

Yes

Does the inventory include emissions from air travel? :

No

Does the inventory include emissions from commuting? :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Yes

Does the inventory include embodied emissions from food purchases? :

No

Does the inventory include embodied emissions from other purchased products? :

No

Does the inventory include emissions from solid waste disposal? :

Yes

Does the inventory include another Scope 3 emissions source not covered above? :

No

If yes, please specify :

Does the inventory include a second Scope 3 emissions source not covered above? :

No

If yes, please specify :

Does the inventory include a third Scope 3 emissions source not covered above? :

If yes, please specify :

Does the inventory include a fourth Scope 3 emissions source not covered above? :

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Amy Ferdinand
Director
EH&S

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

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

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

"---" indicates that no data was submitted for this field

Scope 1 and 2 gross GHG emissions, 2005 :

Off-site, institution-catalyzed carbon offsets generated, 2005 :

Third-party verified carbon offsets purchased, 2005 :

On-campus residents, 2005 :

Non-residential/commuter full-time students, faculty, and staff members, 2005 :

Non-residential/commuter part-time students, faculty, and staff members, 2005 :

Scope 1 and 2 gross GHG emissions, performance year :

Off-site, institution-catalyzed offsets generated, performance year :

Carbon offsets purchased, performance year :

List the start and end dates of the GHG emissions performance year :

On-campus residents, performance year :

Non-residential/commuter full-time students, faculty, and staff members, performance year :

Non-residential/commuter part-time students, faculty, and staff members, performance year :

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :

Air Travel Emissions

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Local Offsets Program

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Dining Services

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

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Trayless Dining

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Vegan Dining

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Trans-Fats

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Guidelines for Franchisees

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Pre-Consumer Food Waste Composting

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

PostConsumer Food Waste Composting

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Food Donation

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Recycled Content Napkins

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Reusable Container Discounts

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Reusable To-Go Containers

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Clean and Renewable Energy

Criteria

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 Credits for the clean and renewable energy it 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 renewable sources for non-electric, on-site energy generation, such as biomass for heating.

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 Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Timers for Temperature Control

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Lighting Sensors

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

LED Lighting

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Vending Machine Sensors

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy Management System

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy Metering

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
- 2) Monitor and identify pests
- 3) Prevention
- 4) Control

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Native Plants

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Wildlife Habitat

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Tree Campus USA

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Snow and Ice Removal

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Landscape Waste Composting

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Office Paper Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Historically Underutilized Businesses

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Local Businesses

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Campus Fleet

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Student Commute Modal Split

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, 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.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Commute Modal Split

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, 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 workplace.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Bicycle Sharing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Facilities for Bicyclists

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Bicycle and Pedestrian Plan

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Mass Transit Programs

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Condensed Work Week

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Telecommuting

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Carpool/Vanpool Matching

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Cash-out of Parking

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Carpool Discount

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Local Housing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Prohibiting Idling

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Car Sharing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Waste Diversion

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Construction and Demolition Waste Diversion

Criteria

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.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Electronic Waste Recycling Program

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hazardous Waste Management

Criteria

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.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Materials Exchange

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Limiting Printing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Materials Online

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Chemical Reuse Inventory

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Move-In Waste Reduction

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Move-Out Waste Reduction

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Stormwater Management

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Waterless Urinals

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Building Water Metering

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Non-Potable Water Usage

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Xeriscaping

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Weather-Informed Irrigation

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Strategic Plan

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Physical Campus Plan

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Plan

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Climate Action Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Measuring Campus Diversity Culture

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Support Programs for Underrepresented Groups

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

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).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Affordability and Access Programs

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Gender Neutral Housing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Training Opportunities

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Student Training Opportunities

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Satisfaction Evaluation

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Staff Professional Development in Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Childcare

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Employee Wellness Program

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Socially Responsible Retirement Plan

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/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 agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Student-Managed Sustainable Investment Fund

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainable Investment Policy

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Investment Disclosure

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Inter-Campus Collaboration on Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Community Service Participation

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Community Service Hours

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Policy Advocacy

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Graduation Pledge

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Community Service on Transcripts

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Farmers' Market

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation 2

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
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- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation 4

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Dishware

Criteria

Institution provides details of the dishware its provides at its dining services locations.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy Use by Type

Criteria

Institution reports its energy use by type.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Procurement

Criteria

Institution provides details about its procurement efforts.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Water Initiatives

Criteria

Institution provides details about its water initiatives.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Endowment

Criteria

Institution provides details about its endowment.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Staffing

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.