

# Kent State University

The following information was submitted through the [STARS Reporting Tool](#).

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# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>10</b>
Curriculum	10
Research	26
<b>Engagement</b>	<b>33</b>
Campus Engagement	33
Public Engagement	57
<b>Operations</b>	<b>68</b>
Air & Climate	68
Buildings	76
Dining Services	83
Energy	87
Grounds	95
Purchasing	102
Transportation	115
Waste	125
Water	136
<b>Planning &amp; Administration</b>	<b>144</b>
Coordination, Planning & Governance	144
Diversity & Affordability	161
Health, Wellbeing & Work	167
Investment	172
<b>Innovation</b>	<b>176</b>
Innovation	176

*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.*

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

---

## Institutional control:

Public

## Which campus features are present and included in the institutional boundary?:

	Present?	Included?
<b>Agricultural school</b>	No	---
<b>Medical school</b>	No	---
<b>Pharmacy school</b>	No	---
<b>Public health school</b>	Yes	Yes
<b>Veterinary school</b>	No	---
<b>Satellite campus</b>	Yes	No
<b>Hospital</b>	No	---
<b>Farm larger than 5 acres or 2 hectares</b>	No	---
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	---

## Reason for excluding agricultural school:

---

**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

---

**Reason for excluding satellite campus:**

---

**Reason for excluding hospital:**

---

**Reason for excluding farm:**

---

**Reason for excluding agricultural experiment station:**

---

**Narrative:**

---

# Operational Characteristics

## Criteria

n/a

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### Submission Note:

First Energy's production data combines Hydro and Wind into one number. It is listed above as Hydro.

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

### Endowment size:

---

### Total campus area:

992 Acres

### IECC climate region:

Cold

### Locale:

Large town

### Gross floor area of building space:

5,888,001 Gross Square Feet

### Conditioned floor area:

5,188,773 Square Feet

### Floor area of laboratory space:

153,864 Square Feet

### Floor area of healthcare space:

39,396 Square Feet

### Floor area of other energy intensive space:

262,200 Square Feet

### Floor area of residential space:

1,413,412 Square Feet

**Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	---
Coal	22.40
Geothermal	---
Hydro	4.40
Natural gas	62.60
Nuclear	8.80
Solar photovoltaic	0.60
Wind	---
Other (please specify and explain below)	0.40

**A brief description of other sources of electricity not specified above:**

Part of First Energy's sources includes oil.

**Energy used for heating buildings, by source::**

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---

Natural gas	---
Other (please specify and explain below)	---

**A brief description of other sources of building heating not specified above:**

---



## Academics and Demographics

### Criteria

n/a

---

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

# Academics

## 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.

<b>Credit</b>
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### *Part 1*

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* 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.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

**Figures required to calculate the percentage of courses with sustainability content::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	3,835	4,236
<b>Number of sustainability courses offered</b>	31	12
<b>Number of courses offered that include sustainability</b>	35	12

**Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):**

25

**Total number of academic departments (or the equivalent) that offer courses (at any level):**

68

**Number of years covered by the data:**

Two

**A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):**

[KSU Sustainable Curriculum Inventory.xlsx](#)

**An inventory of the institution's course offerings with sustainability content (and course descriptions):**

---

**The website URL where the inventory of course offerings with sustainability content is publicly available:**

<http://www.kent.edu/sustainability/academics>

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

A survey was sent to all faculty asking them to self-identify courses they teach which meet the provided definitions of sustainability courses and courses that include sustainability.

**How did the institution count courses with multiple offerings or sections in the inventory?:**

Each course was counted as a single course regardless of the number of offerings or sections

**A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):**

---

**Which of the following course types were included in the inventory?:**

	Yes or No
<b>Internships</b>	Yes
<b>Practicums</b>	Yes
<b>Independent study</b>	Yes
<b>Special topics</b>	Yes
<b>Thesis/dissertation</b>	Yes
<b>Clinical</b>	Yes
<b>Physical education</b>	Yes
<b>Performance arts</b>	Yes

**Does the institution designate sustainability courses in its catalog of course offerings?:**

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

## Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

---

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

**Number of students who graduated from a program that has adopted at least one sustainability learning outcome:**

---

**Total number of graduates from degree programs:**

---

**A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:**

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**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**

---

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):**

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**The website URL where information about the institution's sustainability learning outcomes is available:**

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# Undergraduate Program

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

---

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

## Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

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

Bachelor of Science in Environmental and Conservation Biology

## A brief description of the undergraduate degree program (1st program):

The Bachelor of Science in Environmental and Conservation Biology is designed for students preparing to enter a wide variety of careers in the environmental sciences. The degree provides a strong, diverse background in biology as well as the supporting fields of geology, geography, political science, economics, recreation and tourism management, chemistry and mathematics. The major includes two concentrations: Conservation Biology and Environmental Policy and Management. In both concentrations students have the option to seek employment immediately after graduation in the private, public or non-profit sector, or to continue their education in graduate and professional programs.

## The website URL for the undergraduate degree program (1st program):

<http://www2.kent.edu/catalog/2014/as/ug/ecb>



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

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**A brief description of the undergraduate degree program (2nd program):**

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**The website URL for the undergraduate degree program (2nd program):**

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

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**A brief description of the undergraduate degree program (3rd program):**

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**The website URL for the undergraduate degree program (3rd program):**

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

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**Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:**

Yes

**The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):**

Sustainability Minor

**A brief description of the undergraduate minor, concentration or certificate (1st program):**

The Sustainability minor gives students a basic knowledge of sustainability and allows them to address a specific area within sustainability. The minor consists of basic courses addressing the three main components of sustainability and an integrated series of upper-division courses related to applications of this basic principle.

**The website URL for the undergraduate minor, concentration or certificate (1st program):**

<http://www2.kent.edu/catalog/2014/at/minors/sust>

**The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):**

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**A brief description of the undergraduate minor, concentration or certificate (2nd program):**

---

**The website URL for the undergraduate minor, concentration or certificate (2nd program):**

---

**The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):**

---

**A brief description of the undergraduate minor, concentration or certificate (3rd program):**

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**The website URL for the undergraduate minor, concentration or certificate (3rd program):**

---

**The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:**

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# Graduate Program

## Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

# Immersive Experience

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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## Submission Note:

<http://www.kent.edu/oeece/campus-kitchen>

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

**Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:**

Yes

**A brief description of the sustainability-focused immersive program(s) offered by the institution:**

Kent State University's Alternative Spring Break trips expose students to social justice and cultural issues through direct service, community visits, reflection, and a variety of cultural activities. The Washington D.C. experience specifically includes volunteering throughout the week at a women's shelter, homeless shelter, environmental project and with D.C.'s HIV/AIDS population.

Campus Kitchens Project, a student organization that reclaims food and serves it to a variety of local citizens, collaborates with our Nutrition Sciences and Hospitality Service programs to work with local farmers, schools, and community agencies to provide education and access to needed food. It can qualify as a service learning course, experiential learning course, or internship.

**The website URL where information about the immersive program(s) is available:**

<http://www.kent.edu/oeece/asb>

# Sustainability Literacy Assessment

## Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

---

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

**The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:**

---

**The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:**

---

**A copy of the questions included in the sustainability literacy assessment(s):**

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**The questions included in the sustainability literacy assessment(s) :**

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**A brief description of how the assessment(s) were developed:**

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**A brief description of how the assessment(s) were administered:**

---

**A brief summary of results from the assessment(s):**

---

**The website URL where information about the literacy assessment(s) is available:**

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# Incentives for Developing Courses

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## 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 specifically 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 an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

## A brief description of the program(s), including positive outcomes during the previous three years:

In summer 2013, the Provost's office began offering a stipend to faculty to incorporate sustainability into their courses. Faculty had to submit proposals for consideration before being selected. Selected faculty participated in a workshop on incorporating sustainability into their courses. Stipends were received after faculty submitted new course data sheets that included sustainability learning outcomes. The program is planned to continue for two more years.

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

Participating faculty members receive stipends.

## The website URL where information about the incentive program(s) is available:

[http://www.kent.edu/fpdc/fpdc\\_initiatives/index.cfm](http://www.kent.edu/fpdc/fpdc_initiatives/index.cfm)



# Campus as a Living Laboratory

## Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

---

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

# Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### *Part 1*

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

---

### **Submission Note:**

The number of researchers and departments conducting research represents externally-funded research only.

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

18

### **Total number of the institution's faculty and/or staff engaged in research:**

216

### **Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:**

**The total number of academic departments (or the equivalent) that conduct research:**

60

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

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**Names and department affiliations of faculty and staff engaged in sustainability research:**

Yanhai Du, Applied Engineering, Sustainability & Tech  
David Stringer, Applied Engineering, Sustainability & Tech  
Roberto Uribe, Applied Engineering, Sustainability & Tech  
Rui Liu, Architecture & Environmental Design  
Adil Sharag-Eldin, Architecture & Environmental Design  
Christopher Blackwood, Biological Sciences  
David Costello, Biological Sciences  
Joseph Muscatello, Business Technology  
Ryan Hediger, English  
Uma Krishnan, English  
Kelly Turner, Geography  
Anne Jefferson, Geology  
John Hoornbeek, Health Policy and Management  
Sanna Harjusola-Webb, Lifespan Dev & Educ Sciences  
Pamela Luft, Lifespan Dev & Educ Sciences  
Chris Groening, Marketing and Entrepreneurship  
Bridget Mulvey, Teaching, Learning, & Curr Studies  
Karen MacDonald, University Libraries

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

A survey about sustainability research activity was sent to all full time faculty at Kent State in February 2015. The survey included a definition of sustainability research, and the faculty members determined individually whether their research fell into that category.

**A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:**

Faculty engaged in sustainability research at Kent State University have published 23 articles, edited 1 book, and given 13 conference presentations.

**The website URL where information about sustainability research is available:**

<http://www.kent.edu/sustainability/academics>



# Support for Research

## Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct 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. The program specifically aims to increase student sustainability research.
- 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. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

---

*"---" 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?:**

---

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

---

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

---

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

---

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

---

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

---

**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary,**

**transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**

---

**A brief description or the text of the institution's policy regarding interdisciplinary research:**

---

**The website URL where information about the treatment of interdisciplinary research is available:**

---

**Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:**

---

**A brief description of the institution's library support for sustainability research and learning:**

---

**The website URL where information about the institution's library support for sustainability is available:**

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## Access to Research

### Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

---

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



# Engagement

## Campus Engagement

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

## 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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other 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.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

---

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

**Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:**

---

**Number of degree-seeking students enrolled at the institution:**

---

**Name of the student educators program (1st program):**

---

**Number of students served (i.e. directly targeted) by the program (1st program):**

---

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

---

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

---

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

---

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

---

**Name of the student educators program (2nd program):**

---

**Number of students served (i.e. directly targeted) by the program (2nd program):**

---

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

---

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

---

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

---

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

---

**Name of the student educators program (3rd program):**

---

**Number of students served (i.e. directly targeted) by the program (3rd program):**

---

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

---

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

---

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

---

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

---

**Name(s) of the student educator program(s) (all other programs):**

---

**Number of students served (i.e. directly targeted) by all other student educator programs:**

---

**A brief description of the program(s), 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 financial or other support the institution provides to the program (all other programs):**

---

**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:**

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**The website URL for the peer-to-peer student outreach and education program(s):**

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## Responsible Party

**Leah Graham**

Outreach/Recycling Coordinator  
Office of Sustainability

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## Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

## **The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:**

100

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

Destination Kent State offers academic and co-curricular connections to incoming students. The first part of DKS is Advising and Registration, which includes a visit to Kent State where students will become familiar the University, receive their Flashcard, and register for their first classes. DKS offers break out sessions with detailed information as well as inviting offices on campus to table.

The Office of Sustainability participated in tabling letting incoming students know about: transportation options available on campus: bike sharing, zip car, PARTA transportation, and recycling on campus as well as sign up to receive information from the Office of Sustainability.

Also included is information about Zip Car, our car sharing program on campus, during one of the break out sessions for parents and students

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

<http://www.kent.edu/destination>

## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

**Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:**

	<b>Yes or No</b>
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<b>Active student groups focused on sustainability</b>	Yes
<b>Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	No
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	No
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	Yes
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	No
<b>Programs through which students can learn sustainable life skills</b>	No
<b>Sustainability-focused student employment opportunities offered by the institution</b>	No
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	No



**The name and a brief description of each student group focused on sustainability:**

Kent State USGBC - Student Chapter of USGBC

NetImpact - student chapter of Net Impact

CRICK (Cuyahoga Watershed Research, Information, and Conservation at Kent) - to engage in research and community building for a healthy watershed

Biology Club - open to any students interested in biology, concentrates on various topics, including conservation and zoology.

Environmental Conservation Group - interested in campus and community resource conservation

Kent State Environmental Society - concentrates on education, awareness, and action in order to impart a sense of social and environmental responsibility in both life at home and on campus.

Kent State Ocean Motion - dedicated to marine life and conservation efforts

Public Health Student Alliance - participation in humanitarian efforts

UNICEF KSU - educate, advocate, and fund raise on behalf of the world's children including social responsibility/fair trade purchasing.

All of the above groups are student governed.

**The website URL where information about student groups is available:**

<http://www.kent.edu/sustainability/student-groups>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

In 2013 the Office of Sustainability started an organic community garden on campus. Plots were open to students, faculty, staff or community members, to grow food for themselves or to donate. At the beginning of the season a free workshop was offered on organic gardening.

That became a pilot year which identified areas of opportunity and challenges. The Office of Sustainability continues to work with students to define the next iteration of the campus garden project.

**The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:**

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**A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:**

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**The website URL where information about the student-run enterprise(s) is available:**

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**A brief description of the sustainable investment or finance initiatives:**

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**The website URL where information about the sustainable investment or finance initiatives is available:**

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**A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:**

On Campus Sustainability Day 2013, the Sustainability Office in partnership with student organizations invited students to participate in the Campus Sustainability Day webinar "Climate Adaptation: Resilient Campuses and Communities." That evening was a panel discussion on "Kent State University's Role in Campus Sustainability." Panelists included faculty from Biological Sciences and Business. This was a student governed event.

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

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**A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:**

The Who's Your Mama Environmental Film Festival is produced by Standing Rock Cultural Arts and hosted on campus by the Sustainability Office.

**The website URL where information about the cultural arts event(s) is available:**

<http://www.whosyourmama.org/index.htm>

**A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:**

LNT (Leave No Trace) plays a role in every KSU Adventure Center program, whether it be a one day archery trip, a multi-day Pennsylvania backpacking trip, or any skill/certification workshop. LNT is presented at every pre trip meeting to ensure that all participants are knowledgeable about how to act while on the trip, whether it be in a city park (like our Crooked River Adventures Canoe/Kayak Livery), or a wilderness area; and also to understand how and why our leaders make the decisions that they do.

These are university governed programs.

**The website URL where information about the wilderness or outdoors program(s) is available:**

<http://www.kent.edu/recservices/adventure-trips>

**A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:**

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**The website URL where information about the theme is available:**

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**A brief description of program(s) through which students can learn sustainable life skills:**

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**The website URL where information about the sustainable life skills program(s) is available:**

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**A brief description of sustainability-focused student employment opportunities:**

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**The website URL where information about the student employment opportunities is available:**

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**A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:**

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**The website URL where information about the graduation pledge program is available:**

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**A brief description of other co-curricular sustainability programs and initiatives:**

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**The website URL where information about other co-curricular sustainability programs and initiatives is available:**

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# Outreach Materials and Publications

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## 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
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- 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 and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- 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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

**Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :**

	Yes or No
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	No
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	No
<b>Building signage that highlights green building features</b>	No
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	No
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	No
<b>A sustainability walking map or tour</b>	No
<b>A guide for commuters about how to use alternative methods of transportation</b>	No
<b>Navigation and educational tools for bicyclists and pedestrians</b>	---
<b>A guide for green living and incorporating sustainability into the residential experience</b>	No
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	No
<b>Other sustainability publications or outreach materials not covered above</b>	No

**A brief description of the central sustainability website:**

Kent State's sustainability webpages include information such as what sustainability efforts are happening on campus, student organizations, local organizations, events, and academic programs, as well as basic information on recycling and bike sharing,

**The website URL for the central sustainability website:**

<http://www.kent.edu/sustainability>

**A brief description of the sustainability newsletter:**

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**The website URL for the sustainability newsletter:**

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**A brief description of the social media platforms that focus specifically on campus sustainability:**

There is a facebook Account for the Sustainability Office (

<https://www.facebook.com/KentStateSusty>

) and a twitter Account for the Sustainability office (

<https://twitter.com/KentStateSusty>

)

There is a Facebook Page for RecycleMania ([facebook.com/RecycleManiaatKentState](https://www.facebook.com/RecycleManiaatKentState)), a Facebook Page for our energy competition, Do It In the Dark at Kent State ([DoItInTheDarkAtKentState](https://www.facebook.com/DoItInTheDarkAtKentState)), Do It In the Dark At Kent State Twitter ([@DoItInTheDarkKS](https://twitter.com/DoItInTheDarkKS)), a Twitter account for sustainability in the residence halls [@SustainableKSU](https://twitter.com/SustainableKSU), and a Twitter account for the Sustainability Office, [@KentStateSusty](https://twitter.com/KentStateSusty).

**The website URL of the primary social media platform that focuses on sustainability:**

<https://www.facebook.com/KentStateSusty>

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

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

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

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

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

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

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**A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:**

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**The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:**

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**A brief description of the sustainability walking map or tour:**

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**The website URL of the sustainability walking map or tour:**

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

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

---

**A brief description of the navigation and educational tools for bicyclists and pedestrians:**

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**The website URL for navigation and educational tools for bicyclists and pedestrians:**

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

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

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**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:**

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**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:**

---

**A brief description of another sustainability publication or outreach material not covered above (1st material):**

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**The website URL for this material (1st material):**

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

No

**A brief description of this material (2nd material):**

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**The website URL for this material (2nd material):**

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

No

**A brief description of this material (3rd material):**

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**The website URL for this material (3rd material):**

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

No

**A brief description of this material (4th material):**



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**The website URL for this material (4th material):**

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

No

**A brief description of this material (5th material):**

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**The website URL for this material (5th material):**

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

No

**A brief description of this material (6th material):**

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**The website URL for this material (6th material):**

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

No

**A brief description of this material (7th material):**

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**The website URL for this material (7th material):**

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

No

**A brief description of this material (8th material):**

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**The website URL for this material (8th material):**

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# Outreach Campaign

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### *Part 1*

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

### *Part 2*

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

**Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**The name of the campaign (1st campaign):**

RecycleMania

**A brief description of the campaign (1st campaign):**

The RecycleMania campaign is an international campaign where US and Canadian colleges and universities compete to reduce waste and increase recycling. In addition to the larger competition, Kent State residence halls compete internally. Kent State has been participating in the RecycleMania competition division since 2009.

**A brief description of the measured positive impact(s) of the campaign (1st campaign):**

In 2014, our diversion rate increased from 18.26% in week one of the competition, to 30% in week eight.

**The website URL where information about the campaign is available (1st campaign):**

<https://www.kent.edu/sustainability/recyclemania>

**The name of the campaign (2nd campaign):**

Do It In the Dark

**A brief description of the campaign (2nd campaign):**

Do It In the Dark is the annual energy saving competition in the residence halls. Each hall is measured against its own baseline data.

**A brief description of the measured positive impact(s) of the campaign (2nd campaign):**

Do It In the Dark is held each year in the fall semester. The Do it in the Dark 2014 winner was McDowell Hall with a 27% reduction in energy use.

**The website URL where information about the campaign is available (2nd campaign):**

<https://www.facebook.com/DoItInTheDarkAtKentState>

**A brief description of other outreach campaigns, including measured positive impacts:**

Additional outreach campaigns include a Winter Shut Down energy saving campaign for faculty and staff, where employees received letters asking them to shut down and unplug electronics, close windows and pull shades. Sticky notes with a reminder checklist were also distributed. In the nine days of the shut down (December 2014 - January 2015) the university saved approximately \$48,618.50 in electricity and steam.

2013-14 is the first year we conducted a bra drive in October, in partnership with the Women's Center, to collect bras from students, faculty and staff for donation (if in good condition) or recycling. During that month we collected 230 bras, weighing 30 pounds 13 ounces.

A Kent State Earth Day Event in 2014 had 60 children from the child development center on campus participate in environmental related activities and crafts provided by over 6 organizations on campus.

We hosted a Green Apple Day of Service at the Children's Garden at the Kent State University Child Development Center. Kent State was awarded a Green Apple Day of Service grant from Northeast Ohio Chapter of the USGBC. The grant was used to install a rain barrel at the Kent State's Child Development Center, and to amend the soil and plant a butterfly and hummingbird garden.

During Campus Sustainability Day 2014, we coordinated with 13 other Ohio Schools to have a social media campus sustainability day celebration with all of our campuses. Tweets from the day can be found off of

<https://twitter.com/KentStateSusty/lists/oh-campus-sustainability>

twitter list. We also hosted events with Do it In the Dark Kent State, the Biology Club student organization, Kent State Environmental Society student organization, and Residence Services. Students stopped at the tables including 12 people who took pledges to be more sustainable on campus.

During Campus Sustainability Day 2013, we coordinated with student groups: Biology Club and Net Impact hosting a panel discussion with 3 Kent State University Professors. Students also signed pledges during tabling.

# Employee 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 recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

---

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

## 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. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

---

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

# Staff Professional Development

## 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.



# Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

# Community Partnerships

## Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

# Inter-Campus Collaboration

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

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

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:**

The Sustainability Office has a presentation with information about our sustainability initiatives, and includes some background on the process of implementing those initiatives.

### **The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:**

The Collegiate Sustainability Group is a group of Northeast Ohio colleges and universities that meet several times a year to discuss, share information, and learn together from expert presenters about campus sustainability.

Kent State University is also a member of AASHE.

### **A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

Colleges and universities in Ohio have a network including an e-mail list and Facebook group for sustainability officers to support one another and share information.

### **The website URL where information about cross-campus collaboration is available:**

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# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include 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 at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

---

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

# Community Service

## Criteria

### *Part 1*

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

### *Part 2*

Institution engages students in community service, as measured by the 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.

# Community Stakeholder Engagement

## Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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



# Participation in Public Policy

## Criteria

Institution advocates for national, state/provincial, 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 acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

---

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

## Trademark Licensing

### Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

---

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

# Hospital Network

## Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

---

This credit was marked as **Not Applicable** for the following reason:

*The institution does not have an affiliated hospital or health system.*

# Operations

## Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having 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 particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

## Criteria

### Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

### Part 2

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

### Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

---

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

**Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:**

---

**Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:**

	Yes or No
--	-----------

<b>Business travel</b>	---
<b>Commuting</b>	---
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	---

**Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:**

---

**A brief description of the methodology and/or tool used to complete the GHG emissions inventory:**

---

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

---

**A brief description of the internal and/or external verification process:**

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**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	---	---
<b>Scope 1 GHG emissions from other sources</b>	---	---
<b>Scope 2 GHG emissions from purchased electricity</b>	---	---

<b>Scope 2 GHG emissions from other sources</b>	---	---
---	-----	-----

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	---	---
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	---	---
<b>Carbon storage from on-site composting</b>	---	---
<b>Third-party verified carbon offsets purchased</b>	---	---

**A brief description of the institution-catalyzed carbon offsets program:**

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**A brief description of the carbon sequestration program and reporting protocol used:**

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**A brief description of the composting and carbon storage program:**

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**A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:**

---

**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	---	---

<b>Number of residential employees</b>	---	---
<b>Number of in-patient hospital beds</b>	---	---
<b>Full-time equivalent enrollment</b>	---	---
<b>Full-time equivalent of employees</b>	---	---
<b>Full-time equivalent of distance education students</b>	---	---

**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	---	---
<b>Baseline Year</b>	---	---

**A brief description of when and why the GHG emissions baseline was adopted:**

---

**Gross floor area of building space, performance year:**

---

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	---
<b>Healthcare space</b>	---
<b>Other energy intensive space</b>	---

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>



<b>Business travel</b>	---
<b>Commuting</b>	---
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	---
<b>Other categories (please specify below)</b>	---

**A brief description of the sources included in Scope 3 GHG emissions from "other categories":**

---

**A copy of the most recent GHG emissions inventory:**

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**The website URL where the GHG emissions inventory is posted:**

---

**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:**

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# Outdoor Air Quality

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## Responsible Party

**Dennis Baden**

Manager

Environmental Health and Safety

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## Criteria

### *Part 1*

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

**Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

No

**A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

---

**Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**

Yes

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

Kent State University uses EPA emissions factors to calculate air emissions for our combined heat and power plant. Also, as part of our Title V EPA air permitting compliance we submit an annual fee emissions report which includes emissions from all of our significant stationary sources.

**Weight of the following categories of air emissions from stationary sources::**

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>42.98 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>0.25 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>38.23 Tons</i>
<b>Particulate matter (PM)</b>	<i>2.75 Tons</i>
<b>Ozone (O3)</b>	<i>---</i>
<b>Lead (Pb)</b>	<i>0.07 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>---</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>---</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>4.19 Tons</i>

**A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

*---*

**The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:**

*---*

# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

## Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

# Building Design and Construction

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

---

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

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

LEED NC v2009 - Harbourt Hall - Gold  
 LEED NC v2009 - Heer Hall - Gold  
 LEED NC v2009 - Wright Hall - Certified

**Total floor area of eligible building space (design and construction):**

184,597 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	107,057 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	51,327 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

**Floor area of building space certified Living under the Living Building Challenge:**

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**Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:**

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**Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:**

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**A copy of the guidelines or policies :**

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**The date the guidelines or policies were adopted:**

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**A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:**

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

New construction and major renovation projects are required by the Office of the University Architect to target LEED Silver or better. In addition, green building strategies have been adopted into the design and engineering guidelines.



**The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:**

<http://www.kent.edu/sustainability/green-building>

## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

---

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

## Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

5,766,698 Square Feet

## Gross floor area of building space:

6,089,813 Square Feet

## A brief description of the institution's indoor air quality program(s):

KSU facilities management system (FMS) is based on Johnson Controls Metasys. This system is monitored 24 hours a day, 365 days a year. Current Utilization covers 95,814 points of control covering (monitoring, alarming and trending) of the mechanical system at the Kent Campus. The system monitors and controls air flow, temperatures, CO2 control, building pressurization through various systems including Variable Air Volume Systems, Demand Control Ventilation etc. Our indoor air quality is continuously monitored through our trending and automation with use of room to air handling co2 monitoring sensors which automatically allows the building system to increase the outdoor intake to any of our buildings and alleviate indoor air quality concerns while providing the best energy conservation measures.

Any complaints or concerns about indoor air quality are directed to the Environmental Health and Safety officer, who can respond with both a visual inspection and IAQ meter, as appropriate. A report is made including recommendations for corrective action.

## The website URL where information about the institution's indoor air quality program(s) is available:

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## Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

## Criteria

### *Part 1*

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of 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 services, and concessions are excluded from Part 1.

### *Part 2*

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

# Low Impact Dining

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

### Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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### Submission Note:

The data for part one of this credit is not currently available.

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

**Percentage of total dining services food purchases comprised of conventionally produced animal products:**

0

**A brief description of the methodology used to track/inventory expenditures on animal products:**

N/A - zero above indicates that the data is not currently available.

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):**

In addition to vegan options offered at dining facilities, vegan options are always available through the Veggie-a-Go-Go menu. Order an hour in advance and pick up food at Eastway or Prentice dining facilities.

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

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**The website URL where information about where information about the vegan dining program is available:**

<https://www.kent.edu/dining/veggie-go-go-0>

**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# 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 climate change. Global climate change is having 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, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

---

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

## Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	1,040,884 <i>MMBtu</i>	1,053,681 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	161,957 <i>MMBtu</i>	211,837 <i>MMBtu</i>
<b>District steam/hot water</b>	602,389 <i>MMBtu</i>	573,041 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------



<b>Gross floor area</b>	6,089,813 <i>Gross Square Feet</i>	6,035,406 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	59,849 <i>Square Feet</i>
<b>Healthcare space</b>	39,396 <i>Square Feet</i>
<b>Other energy intensive space</b>	

**Degree days, performance year (base 65 °F / 18 °C)::**

	<b>Degree Days</b>
<b>Heating degree days</b>	6,421
<b>Cooling degree days</b>	811

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.14
<b>District steam/hot water</b>	1.20

**Start and end dates of the performance year and baseline year (or 3-year periods)::**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

**A brief description of when and why the building energy consumption baseline was adopted:**

We adopted the earliest fiscal year allowable for this survey/rating system.

**A brief description of any building temperature standards employed by the institution:**

---

**A brief description of any light emitting diode (LED) lighting employed by the institution:**

We are in the process of converting all of our parking lot and sidewalk exterior lighting to LED.

**A brief description of any occupancy and/or vacancy sensors employed by the institution:**

Occupancy based lighting controls.

**A brief description of any passive solar heating employed by the institution:**

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**A brief description of any ground-source heat pumps employed by the institution:**

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**A brief description of any cogeneration technologies employed by the institution:**

The natural gas Combined Heat and Power plant produces electricity and steam for campus.

**A brief description of any building recommissioning or retrofit program employed by the institution:**

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**A brief description of any energy metering and management systems employed by the institution:**

Johnson Metasys.

**A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:**

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**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

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**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

The beverage vending machines have sensors which put the machines to sleep until they are touched.

**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

The buildings are undergoing energy efficiency retrofits with a target of reducing energy consumption by 20% by year 2014, with a baseline of 2004.

The University closes for nine days over the winter, and all faculty and staff are encouraged via a Winter Shut Down campaign to turn off and unplug all electronics, and close all windows and shades.

In the fall semester, students living on campus participate in the Do It In the Dark energy conservation competition among residence halls.

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

[http://www.kent.edu/universityarchitect/energy\\_conservation/index.cfm](http://www.kent.edu/universityarchitect/energy_conservation/index.cfm)

**Responsible Party**

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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**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.

Since this credit is intended to recognize institutions that are actively supporting the development and use 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.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 MMBtu

**Total energy consumption, performance year:**

1,018,804.64 MMBtu

**A brief description of on-site renewable electricity generating devices :**

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**A brief description of on-site renewable non-electric energy devices:**

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**A brief description of off-site, institution-catalyzed, renewable electricity generating devices:**

---

**A brief description of the RECs and/or similar renewable energy products:**

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**The website URL where information about the institution's renewable energy sources is available:**

<http://www.kent.edu/ufm/energy/index.cfm>

# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>



<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

**Figures required to calculate the total area of managed grounds::**

	<b>Area</b>
<b>Total campus area</b>	<i>992 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>53.73 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>334 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>0 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

---

**The IPM plan :**

---

**A brief summary of the institution's approach to sustainable landscape management:**

---

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

---

**A brief description of the institution's landscape materials management and waste minimization policies and**

**practices:**

---

**A brief description of the institution's organic soils management practices:**

---

**A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

---

**A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:**

---

**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

We manage our snow by employing a variety of techniques such as pretreating sidewalks and roads with Aqua Salina with Icebite to reduce the amount of rock salt needed during a snow event. A calcium product coats the rock salt, lowering the effective temperature, and reducing the amount of rock salt needed.

**A brief description of any certified and/or protected areas:**

Kent State's Kent Campus includes an approximately 35 acre area of wetlands and woods protected by a conservation easement, as well as the Herrick Arboretum of approximately 25 acres. In addition the University owns land in the several counties surrounding campus, with restricted use such as no future development or nature conservatory. Within the Kent Campus is also a prairie grass reserve and vernal pool.

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

Yes

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

---

# Biodiversity

## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

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**A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

---

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

---

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

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**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

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**A brief description of identified species, habitats and/or environmentally sensitive areas:**

---

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

Kent State's property adjacent to the main campus includes an approximately 35 acre area of wetlands and woods protected by a conservation easement, and well as the Herrick Arboretum of approximately 25 acres. In addition the university owns approximately 374 acres of land in the several counties surrounding campus, with restricted use such as no future development or nature conservatory.

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

---

# 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.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

# Electronics Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

# Cleaning Products Purchasing

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes



## **A copy of the green cleaning product purchasing policy, directive, or guidelines:**

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## **The green cleaning product purchasing policy, directive, or guidelines:**

From the Custodial Chemicals and Supplies 2011 RFP (Resulting contract still in effect):

### Chemical Cleaning Product Categories

The University will evaluate the Mandatory and Desirable characteristics of products in ten (10) designated chemical cleaning product categories listed below. Bidders may propose more than one product within a category and/or propose a single product that addresses more than one product category or cleaning task.

#### Must be Green Certified

1. All Purpose Cleaner
2. Glass Cleaner
3. General Disinfectant
4. Degreaser
5. Bathroom Cleaner
6. All Purpose Deodorizer

#### Green Certified Desirable

7. Floor Wax
8. Floor Stripper
9. Shower Cleaner
10. Hand Soaps
11. Hand Sanitizers
12. Carpet Cleaner

For each product being proposed Bidders MUST submit a Product Information Sheet (Attachment A), product MSDS (Material Safety Data Sheets), and Green Certification. Bidders must submit a Green Seal or other third party certification for each product to be considered as proof of compliance with formulation requirements.

Failure to submit an MSDS, equivalent data, or any other information required to substantiate claims made about one or more offered products will be deemed the same as failing to meet the mandatory criteria for that product category and may result in bidder's proposal being excluded from further consideration. Products must meet the following standards issued by Green Seal, Inc:

#### Cleaning Products

<http://www.greenseal.org/GreenBusiness/Standards.aspx?vid=StandardCategory&cid=2>

#### Paper Products

<http://www.greenseal.org/GreenBusiness/Standards.aspx?vid=StandardCategory&cid=11>

#### Institutional Products

Personal Care Products

12

All chemical cleaning products must be available in either a liquid form or manual pump action sprays and/or concentrated that can be dispensed into pump bottles for use. The chemicals must not contain carcinogens. The University wishes to entirely eliminate the use of products containing known and probably carcinogens.

Products must not constitute hazardous wastes.

Chemical cleaning products must not contain chemicals that are strong irritants to the skin, eye and respiratory system.

To minimize the generation of solid waste, the University desires that newly delivered chemical cleaning products be packaged in recyclable or reusable containers.

The University and the contractor may negotiate during the contract term to permit the substitution or addition of Environmentally Preferable Products when such products are readily available at a competitive cost and satisfy the University's performance needs.

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

The university has contracted with Staples for cleaning products and supplies based on its Green Seal certified cleaning products. Staples has provided training and support for using the selected Green Seal products.

**Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:**

Yes

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

209,549.29 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

630,124.71 US/Canadian \$

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:**

---

**A brief description of the institution's low-impact, ecological cleaning program:**

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**A copy of the sections of the cleaning contract(s) that reference certified green products:**

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**The sections of the cleaning contract(s) that reference certified green products:**

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**The website URL where information about the institution's green cleaning initiatives is available:**

<http://www.kent.edu/sustainability/accomplishments>

# Office Paper Purchasing

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

No

**A copy of the paper purchasing policy, directive or guidelines:**

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**The paper purchasing policy, directive or guidelines:**

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**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

---

**Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:**

Yes

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	9,400.04 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	164,086.41 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

264,294.27 *US/Canadian \$*

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

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# Inclusive and Local Purchasing

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

---

## Submission Note:

The figures provided is from FY 2013.

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

**Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

Yes

**A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

---

**The policy, guidelines or directive governing inclusive and local purchasing:**

Kent State University is committed to a proactive and a comprehensive supplier diversity program that ensures an active and full participation of historically disadvantaged, economically and socially underutilized businesses located within the university's geographic region and beyond with specific attention to include Minority Business Enterprises (MBE) and Women-Owned Business Enterprises (WOBE). Kent State University recognizes supplier diversity as an important component of its overall diversity effort. In Support of [Campus Sustainability Data Collector](#) | [AASHE](#)

those efforts, the Procurement Department fosters continuous relationships with minority suppliers.

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

Yes

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

13.14

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://www.kent.edu/procurement/diversity/index.cfm>

# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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



# Guidelines for Business Partners

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

---

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

Some

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

---

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

Pepsi Vending Contract:

### 3.9 BEVERAGE VENDING EQUIPMENT

PEPSI BEVERAGES COMPANY is to supply, install and maintain all new, state-of-the-art and energy efficient (Energy Star) vending equipment at no cost to Kent State University. Kent State University requires that all vending machines be delamped and configured with occupancy sensors and power controllers. Kent State University reserves the right to approve all of the above equipment.

Staples Contract for Cleaning Products:

### 3.11 PRODUCTS

It is the intent of Kent State University to standardize Product usage across all campus departments and facilities. STAPLES CONTRACT AND COMMERCIAL, INC., and/or BOLINDS are asked to develop a plan to help Kent State University move toward standardizing the products used on campus. The Categories of Products to be provided under this contract include Chemical Cleaning Products and Janitorial Paper/Textiles and Supplies:

Chemical Cleaning Product Categories

Must be Green Certified

1. All Purpose Cleaner
2. Glass Cleaner
3. Degreaser
4. Bathroom Cleaner

Green Certified Desirable

5. General Disinfectant
6. Floor Wax
7. Floor Striper
8. Shower Cleaner
9. Hand Soaps
10. Carpet Cleaner

Some contracts are required to meet prevailing wage requirements.

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

---

**The website URL where information about the institution's guidelines for its business partners is available:**

---

# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

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**Responsible Party**

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

---

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

**Total number of vehicles in the institution’s fleet :**

292

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	5
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	1
<b>100 percent electric</b>	57
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

Kent State University adheres to the EPACT which requires 75% of our new vehicle acquisitions be of the alternate fuel type. We also plan to start moving our fleet vehicles to CNG once PARTA completes their new CNG fueling station. Where applicable we are currently ordering vehicle with “CNG prep” in anticipation of this changeover.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

---

# Student Commute Modal Split

## Criteria

Institution's students commute to and from campus using more sustainable commuting 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.

---

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

## Total percentage of students that use more sustainable commuting options:

---

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

## A brief description of the method(s) used to gather data about student commuting:

---

## The website URL where information about sustainable transportation for students is available:

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# Employee Commute Modal Split

## Criteria

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

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

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

## Total percentage of the institution's employees that use more sustainable commuting options:

---

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

## A brief description of the method(s) used to gather data about employee commuting:

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## The website URL where information about sustainable transportation for employees is available:

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# Support for Sustainable Transportation

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

No

**A brief description of the facilities for bicycle commuters:**

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**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

Bike racks are located near entrances of academic and administrative buildings around campus. Residence Halls have indoor secure bike parking.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

Kent State University has a continuous network of shared use (bicycle and pedestrian) paths throughout campus, which connect to multiple transit stops.

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

Yes

**A brief description of the bicycle sharing program:**

Flashfleet is a free bike sharing program for students, faculty and staff. There are currently 62 bikes at 7 locations, and the program had 4209 uses in 2013.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

---

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:**

Yes

**A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

Students, faculty and staff can ride the PARTA busses for free on campus, and at discounted fares to Akron (\$1) and Cleveland (\$5).

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

No

**A brief description of the GRT program:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

No

**A brief description of the carpool/vanpool program:**

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**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

The Kent campus has four Zipcars.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

A Level 2 EV Charging station is located at a metered space in the Heer Hall parking lot and is available to all commuters.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

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**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

No

**A brief description of the condensed work week program:**

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**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.kent.edu/sustainability/transportation>

# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold 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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	---	---
Materials composted	---	---
Materials reused, donated or re-sold	---	---
Materials disposed in a solid waste landfill or incinerator	---	---

### Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	---	---

Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

**A brief description of when and why the waste generation baseline was adopted:**

---

**A brief description of any (non-food) waste audits employed by the institution:**

---

**A brief description of any institutional procurement policies designed to prevent waste:**

---

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

---

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

---

**A brief description of any limits on paper and ink consumption employed by the institution:**

---

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

The Throw and Go program is in place from Spring Break until move-out. Bins are placed in each residence hall for clothing, non-perishable food, and miscellaneous items. In addition, roped off areas are provided for larger items such as furniture and rugs. All materials are collected by Portage Family and Community Services and made available to the local community.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

---

**A brief description of any food waste audits employed by the institution:**

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**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

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**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

---

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

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**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

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**A brief description of other dining services waste minimization programs and initiatives:**



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**The website URL where information about the institution's waste minimization initiatives is available:**

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# Waste Diversion

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

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 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

## Submission Note:

Data is extrapolated from the eight weeks of RecycleMania 2014, the only time of year when weights of both recycled and landfilled waste is available. The extrapolation takes into account the change in population during the course of a year.

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

## Materials diverted from the solid waste landfill or incinerator:

600 Tons

## Materials disposed in a solid waste landfill or incinerator :

1,979 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Single-stream recycling is available across campus and includes, paper, cardboard, plastic #1 through #7, glass, and aluminum. We are in the process of expanding recycling containers both indoors and outdoors. We provide posters to let people know what is and is not recyclable. Additional outreach and internal competitions happen during RecycleMania.

## A brief description of any food donation programs employed by the institution:

Leftover food from dining services can be donated to the Campus Kitchen Project, which recovers food items from cafeterias and events and prepares hot meals to feed the needy in local communities.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

None.

**A brief description of any post-consumer food waste composting program employed by the institution:**

None.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	---
Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes

<b>Scrap metal</b>	Yes
<b>Pallets</b>	---
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## 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.

---

### Submission Note:

The data are from the Aeronautics and Technology Building, Koonce Hall, Leebrick Hall, Verder Hall, Olson Center, the Center for Visual Arts, and the McDowell Hall elevator modernization.

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

2,087.78 Tons

## Construction and demolition materials landfilled or incinerated :

236.59 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

The Office of the University Architect requires construction projects to submit documentation on construction waste management, with a minimum requirement of 75% diversion rate.

# Hazardous Waste Management

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## Responsible Party

**Dennis Baden**

Manager

Environmental Health and Safety

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## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

The University makes efforts to purchase only what is necessary to avoid waste.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

All waste is collected by individual departments. The University contracts with certified chemical and universal waste disposal companies to pick up and dispose of waste according to Federal, State and local regulations.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

None.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

---

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

All University-owned e-waste is documented for procurement and collected on campus. It is picked up by RET3, a local non-profit e-waste refurbisher and recycler. Since 2013 Kent State has held an annual public e-waste drive which includes a drop off location at a residence hall area desk to be convenient to students.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

Our recycling, RET3, is a Microsoft Authorized Refurbisher, has a no-landfill policy, and is pursuing R2 certification.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

---

# Water

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

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management



# Water Use

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

## Level of water risk for the institution's main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
Total water use	190,626,271 Gallons	202,899,734 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	190,626,271 Gallons	202,899,734 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Number of residential students</b>	---	---
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	---	---
<b>Full-time equivalent of employees</b>	---	---
<b>Full-time equivalent of distance education students</b>	---	---

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	6,089,813 <i>Square Feet</i>	6,035,406 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	---	---

**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

**A brief description of when and why the water use baseline was adopted:**

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**Water recycled/reused on campus, performance year:**

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**Recycled/reused water withdrawn from off-campus sources, performance year:**

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**A brief description of any water recovery and reuse systems employed by the institution:**

Non-potable well water is used to irrigate two fields on campus.

**A brief description of any water metering and management systems employed by the institution:**

Water data comes from either city meters or water submeters that report back to Johnson Metasys.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

---

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

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**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

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**A brief description of any weather-informed irrigation technologies employed by the institution:**

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**A brief description of other water conservation and efficiency strategies employed by the institution:**

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**The website URL where information about the institution's water conservation and efficiency initiatives is available:**

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# Rainwater Management

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for 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 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 rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. 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 Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

Kent State University utilizes recommended best management practices to reduce the impacts of pollutants in storm water. Some of these include green roofs, bio-retention swales, permeable pavement, detention basins and retention ponds.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

The University has a stormwater management plan as required for our MS4 stormwater permit.

**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---

**A brief description of any living or vegetated roofs on campus:**

The Taylor Hall plaza re-roofing project utilized a Soprema roof system with Columbia Green tray system to provide a green roof on 50% of the 14,000 SF plaza area; the remaining area has pavers to provide a walking surface. Planting materials included 12 varieties of sedum, and an irrigation system was installed. The installation also included a leak detection system. This is a relatively small green roof, however we hope to achieve some insulation value from the installation, along with the heightened aesthetics which come from a natural, green environment.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

Kent State University installed approximately 4,000 sf of permeable concrete to aid with parking lot runoff.

**A brief description of any downspout disconnection employed by the institution:**

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**A brief description of any rain gardens on campus:**

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**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

Kent State University has three detention basins at the new Allerton Ball field, behind Schwartz Building, and adjacent to Stewart Hall, and three retention ponds behind the Student Recreation and Wellness Center, adjacent to the Allerton Ball Field, and an engineered wetland behind University Facilities Management .

**A brief description of any bioswales on campus (vegetated, compost or stone):**

Kent State University has two bio-retention swales (C-Science and C-Midway parking lots).

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

The University runs a public outreach campaign to raise awareness of stormwater issues to reduce pollutants and improve stormwater quality.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

<http://www.kent.edu/sustainability/water>

# Wastewater Management

## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance



# Sustainability Coordination

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution has at least one sustainability committee, office, and/or officer 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 officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

The Office of Sustainability works with stakeholders across and beyond campus to improve sustainability in operations and incorporate sustainability into curriculum. Some success from the last three years include LEED certification of three campus buildings, participating in and improving performance in RecycleMania, adding e-waste recycling events for the community, working with faculty to create a Sustainability Minor, the creation of the Flashfleet bike sharing program, contracting with Zipcar for car sharing on campus, and creating a community garden.

### **Does the institution have at least one sustainability committee?:**

Yes

### **The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

In collaboration with the City of Kent, the KSU Community Outreach Committee actively pursues a sharing of sustainability initiatives and strategic objectives to energize local community wide action.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Marty Mundy - Co-Chair (Kent State - Office of the University Architect)  
Alex Piteo - Co-Chair (represents business community)  
Melanie Knowles (Kent State Sustainability Manager)  
Michelle Igleheart (Kent State Human Resources/Wellness)  
Christopher John (Kent State Bicycle Advisory Committee)  
Heather Malarcik (Main Street Kent, Executive Director)  
Lori Wemhoff (Kent Chamber of Commerce, Executive Director)

**The website URL where information about the sustainability committee(s) is available:**

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**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The Office of Sustainability houses the Sustainability Manager and an Outreach and Recycling Coordinator, and is situated in Facilities, Planning and Operations.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

1.50

**The website URL where information about the sustainability office(s) is available:**

<http://www.kent.edu/sustainability>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Melanie Knowles

**A brief description of each sustainability officer position:**

The Sustainability Manager collaborates with people across campus and in the community to incorporate sustainability at Kent State. This includes operations, curriculum, student organizations, and community outreach.

**The website URL where information about the sustainability officer(s) is available:**

[Campus Sustainability Data Collector | AASHE](#)



# Sustainability Planning

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## Responsible Party

**Melanie Knowles**

Sustainability Manager

Facilities Planning and Operations

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

---

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	---	---
<b>Research (or other scholarship)</b>	---	---
<b>Campus Engagement</b>	---	---
<b>Public Engagement</b>	---	---
<b>Air and Climate</b>	---	---
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	---	---
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	---	---
<b>Purchasing</b>	---	---
<b>Transportation</b>	---	---
<b>Waste</b>	---	---
<b>Water</b>	---	---
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	---	---

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Incentives from the Provost's Office and the creation of the Sustainability Minor are encouraging faculty to incorporate sustainability into their courses across the curriculum. Courses with sustainability learning outcomes are eligible to be included in the elective courses of the minor.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

The goal is to add 30 courses with sustainability learning outcomes over the three years from 2013 to 2015, with an emphasis on classes in the Kent core. Stipends from the Provost's office, which require attending a workshop on incorporating sustainability into curriculum and updating data sheets with sustainability learning outcomes, are an incentive. Also, courses with sustainability learning outcomes can be added as electives for the Sustainability Minor.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Collaborating on this plan are the Office of the Provost, the Faculty Professional Development Center, the College of Applied Engineering, Sustainability and Technology, the Academic Programs Committee of the Sustainability Task Force, and the Sustainability Office.

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

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**The measurable objectives, strategies and timeframes included in the Research plan(s):**

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**Accountable parties, offices or departments for the Research plan(s):**

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**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

The Sustainability Office runs multiple programs to advance sustainability on campus including RecycleMania, energy efficiency initiatives and competitions, and volunteer programs.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Our objective for each of these programs is incremental improvement. For RecycleMania we are working to increase our diversion rate annually. For the energy efficiency competition, Do It In the Dark, we are measuring overall energy use decrease in the Residence Halls.

During Winter Shut Down we encourage faculty and staff to save energy and compare the data to the baseline adjusted for heating degree days. The sustainability office also increases engagement through volunteer opportunities for individuals and student groups. In the last year we have engaged student volunteers for the football game day challenge, RecycleMania outreach programs, Campus Sustainability Day tabling and event planning, assembling Adirondack chairs for use on campus, and offering Earth Day programming for preschool and kindergarten children. The objective is to increase the number of students involved in events, and to create an EcoReps program.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

These programs are run primarily by the Sustainability Office, in collaboration with Residence Services.

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

Several Kent State programs focus on or include engagement with the public. The annual Let's Take A Ride/Walk event encourages connection between the campus and the city of Kent, but encouraging individuals from campus to make the short walk (or bike ride) to the city of Kent to share lunch and attend a presentation about a sustainability theme in the city. In 2013 the topic was on Kent Parks. The eCycleMania competition includes a public drive for electronic equipment. And the new Zipcar program specifically includes access to the vehicles by the public.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

The objective for Let's Take a Ride/Walk is to increase the number of participants each year. Each year marketing and incentives to participate increase, as well as positive word of mouth advertising. Similarly, the electronic waste drive aims to increase weight of recyclables collected each year. In 2013 the drive increased from one day, to four days during the month of March. The goal with Zipcar is to increase active members to the level that additional cars will be added.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

Let's Take A Walk is a project of the Community Outreach Committee of the Sustainability Task Force, in partnership with the Sustainability Office, Wellness program, Recreational Services, and the local business community. The electronics waste drive is conducted by the Sustainability Office in partnership with Residence Services and University Facilities Management. The Zipcar program is primarily through the Sustainability Office with collaboration from University Communications and Marketing, Residence Services, Parking Services, the Center for Student Involvement, the Orientation Office, and the Office of Global Education.

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

The university is nearing the completion of energy efficiency retrofits to all campus buildings.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

The goal is to reduce energy consumption by 20% from a 2004 baseline, by 2014. Each building was assessed by engineering contractors Brewer-Garrett for energy efficiency opportunities, and implementation begun in phases beginning with Regional Campuses, Residence Services, and finally academic and administrative buildings.

**Accountable parties, offices or departments for the Air and Climate plan(s):**

This program is run through the Office of the University Architect.

**A brief description of the plan(s) to advance sustainability in Buildings:**

All new construction or major renovation are required to target LEED Silver certification or better.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

For new construction or major renovation started in 2010 or later, all buildings should achieve a LEED Silver rating or better.

**Accountable parties, offices or departments for the Buildings plan(s):**

The Office of the University Architect

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

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**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

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**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

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**A brief description of the plan(s) to advance sustainability in Energy:**

In accordance with Ohio HB 251, all buildings are receiving energy efficiency retrofits to reduce energy consumption by at least 20% by 2014.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Reduce building energy consumption by 20% by 2014 using 2004 as the baseline year. Brewer Garret has a performance contract to achieve the 20% reduction following their completion of energy conservation measures on campus buildings.

**Accountable parties, offices or departments for the Energy plan(s):**

The Office of the University Architect



**A brief description of the plan(s) to advance sustainability in Grounds:**

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**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

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**Accountable parties, offices or departments for the Grounds plan(s):**

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**A brief description of the plan(s) to advance sustainability in Purchasing:**

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**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

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**Accountable parties, offices or departments for the Purchasing plan(s):**

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**A brief description of the plan(s) to advance sustainability in Transportation:**

The goal is to increase transportation options on campus. This includes making the campus more walkable and bikeable. Free bike sharing is available on campus as well as free bus service on and near campus. Also, Zipcar car sharing is available on campus.

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

The objective for the Flashfleet bike sharing program is to grow the program and increase usage. The current fleet is being used to it's fullest, so plans include updates from a second generation to a next generation bike share with a pilot being planned for 2014. To increase ridership of all bicycles, the University is working toward Bicycle Friendly Campus certification from the League of American Bicyclists. For the Zipcar program, the goal is to increase active memberships to a rate that we can add more cars to the program.

**Accountable parties, offices or departments for the Transportation plan(s):**

The Bicycle Advisory Committee and the Flashfleet bike sharing program are run out of Recreational Services, with committee participants from across and beyond campus. The Zipcar program runs through the Sustainability Office.

**A brief description of the plan(s) to advance sustainability in Waste:**

The university strives to increase the diversion rate on campus. We have increase the number of recycling pickups on campus to help accommodate an increased volume of recyclables. We are evaluating the number and placement of recycling and waste bins, and making adjustments based on usage patterns.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

The objective is to increase the campus waste diversion rate. Strategies include increasing and strategically placing indoor recycling bins in campus buildings through a process were the Recycling Coordinator walks through with the building curator and custodial staff to identify and implement improvements. For outdoor recycling we are re-evaluating the volumes of trash and recycling bins necessary in various areas and are planning to add and/or relocate containers to adjust to usage patterns. We are also planning pick up routes for outdoor containers to increase efficiency and effectiveness of outdoor trash and recycling collection. The outdoor bin project is planned for summer 2014, and building walk-throughs will continue through the year. Measurement will happen during RecycleMania 2015.

**Accountable parties, offices or departments for the Waste plan(s):**

The waste plan is run through the Sustainability Office, in collaboration with University Facilities Management.

**A brief description of the plan(s) to advance sustainability in Water:**

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**The measurable objectives, strategies and timeframes included in the Water plan(s):**

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**Accountable parties, offices or departments for the Water plan(s):**

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**A brief description of the plan(s) to advance Diversity and Affordability:**

The Equity Action Plan contains goals and measurable outcomes designed to promote fairness and inclusive values for all members of the Kent State family, and more specifically, to increase opportunities for underrepresented and underserved groups. The Equity Action Plan shares expectations for institutionalized, sustainable efforts that are inclusive in nature and intermingled with unit, divisional and Regional Campus diversity goals. The plan has direct impact upon all colleges and divisions and across all constituencies, including students, faculty, staff, administration, alumni and the wider community.

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

The diversity scorecard approach represents a strategic method for achieving inclusive excellence. KSU diversity scorecard focuses on educational access, first and second year retention and degree completion for AALANA students as well as access and retention for AALANA faculty and staff. Indicators regarding faculty tenure and promotion will be added and tracked by the scorecard in future renditions. While the Equity Action Plan is extensive it includes, but is not limited to, three major diversity initiatives, closing the disparity gap for AALANA populations, broadening the participation of women and AALANA females in Science, Technology,

Engineering and Mathematics education and research, and to promote the development of multicultural competence. Specific goals, timeframes, and progress are indicated in the scorecard for each.

### **Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

The Division of Diversity, Equity and Inclusion has created Kent State University's Equity Action Plan.

<http://www2.kent.edu/diversity/reports/equity-action-plan.cfm>

### **A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Kent State University is renowned as a center of excellence in wellness, attracting and engaging faculty, staff and students. Wellness is defined holistically, encompassing mind, body and spirit; it is reflected in healthy behavior such as exercise, eating wisely, preventive care, and adequate rest. Wellness is embedded in the KSU culture, in work systems that value and empower employees, and in the built and natural environments.

A wellness plan has been created that is a set of proposed recommendations and suggested action steps, organized by themes, goals, and objectives.

These recommendations are organized under broad proposed goals arranged according to the seven wellness themes:

- **Fitness:** Provide opportunities and support for faculty and staff to engage in physical activity that is appropriate and adequate to individual needs.
- **Food:** KSU faculty, staff and students will have access to quick, healthy meals, meeting USDA guidelines, within a five minute walk on campus.
- **Health Management:** KSU will shift from tertiary/critical catastrophic care to primary/preventative care.
- **Personal Well-Being:** Provide programs that support personal development, health and well-being.
- **Social Well-Being:** Create a culture and community of social collaboration around wellness activities.
- **Quality of Work Life:** Create a work environment where 75 percent of faculty and staff are satisfied with their quality of work life.
- **Built and Natural Environments:** Optimize the built environment to facilitate physical activity, emotional well-being, and social interaction.

While the themes are distinct, both administratively and conceptually, they are tightly interconnected. The success of the proposed plan in delivering a vital culture of wellness depends crucially on an integrated approach to implementation. Each specific recommendation has been assigned a projected year of implementation. In the first year, recommendations center around developing an infrastructure and detailed plans that would assist in achieving the proposed goals, objectives and recommendations. One major focus of this ongoing effort is the development of a meaningful system of metrics to prioritize initiatives, assess outcomes and identify opportunities for improvement.

### **The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

The University's strategic plan has charged the division to "support and promote the health and well-being of the university community through implementation of a strategic and comprehensive health and wellness approach." The following are the broad based excerpts from a detailed plan document that reflects the proposed goals and outcomes linked with specific recommendations, strategies and activities to be implemented over a five-year period.

Fitness

Proposed

Goal: Increase opportunities and support for faculty and staff to engage in physical activity that is appropriate and adequate to individual needs.

Proposed

Outcomes: Improve employee accessibility to and utilization of fitness facilities and equipment.

Increase employee engagement and participation in fitness activities and programming.

Improve employee retention and maintenance of fitness programs.

Food

Proposed

Goal: KSU faculty, staff, and students will have access to quick, healthy meals, meeting USDA guidelines, within a five minute walk on campus.

Proposed

Outcomes: Create a campus environment supportive of making healthy food choices

Evaluate and reduce the barriers to eating healthy foods on campus.

Become an ambassador in the Kent community to promote and support nutritional food choices.

Provide services to support employees in monitoring and managing their diets.

Provide and market resources and support necessary for employees to become knowledgeable about nutrition.

Health Management

Proposed

Goal: KSU will shift from tertiary/critical catastrophic care to primary/preventative care.

Proposed

Outcomes: Provide resources, support, and incentives necessary for employees to manage their health and well-being.

Provide screenings to employees to serve as an annual baseline measurement.

Increase health management and education programming opportunities for employees.

Integrate employee benefit plan design with the wellness strategic plan.

Personal Well Being

Proposed

Goal: Provide programs that support personal development, health, and well-being.

Proposed

Outcomes: Create a work culture (policies, procedures, training, etc.) supportive of employees taking care of their whole self. Remove policy barriers to providing best resources.

Provide programming resources and education opportunities for employees.

Social Well Being

Proposed

Goal: Create a culture and community of social collaboration around wellness activities.

Proposed

Outcomes: Include health and wellness goals in management performance metrics.

Provide ongoing training for supervisors on their roles in supporting a culture of wellness.

Hold monthly/quarterly social events to include community and families (esplanade walk, night run, play day, etc.).

Quality of Work Life

Proposed

Goal: Create a work environment where 75 percent or more faculty and staff are satisfied with their Quality of Work Life.

Proposed

Outcomes: Provide opportunities within the work setting for employees to feel supported and connected.

Improve training opportunities and mandate specific requirements for managers and leadership to create a positive working environment.

Provide training opportunities and mandate specific requirements for non-supervisory employees to create a positive working environment.

Assess and implement a plan for recognizing, training, and motivating employees to increase employee engagement and job satisfaction.

Create a flexible and positive physical and culture work environment necessary for employees to be satisfied with their job and engage in wellness

activities.

#### Built and Natural Environments

Proposed

Goal: Optimize the built environment to facilitate physical activity, emotional well-being, and social interaction.

Proposed

Outcomes: Develop policies related to the built environment that support health and well-being.

Create a range of social spaces for faculty, staff and student use.

Develop exemplary hiking/biking/running trails on campus and connecting to town.

Re-purpose/develop additional fitness facilities, as appropriate, to better meet faculty/staff needs and support at all KSU locations.

#### **Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Wellness Coordinator, Benefits Manager, Executive Director of Benefits, Vice President of Human Resources (Division of Human Resources)

#### **A brief description of the plan(s) to advance sustainability in Investment:**

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#### **The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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#### **Accountable parties, offices or departments for the Investment plan(s):**

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#### **A brief description of the plan(s) to advance sustainability in other areas:**

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#### **The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

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**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

No

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

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**The website URL where information about the institution's sustainability planning is available:**

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# Governance

## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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



# Diversity & 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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

## Criteria

### *Part 1*

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### *Part 2*

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

# Assessing Diversity and Equity

## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

# Support for Underrepresented Groups

## Criteria

### *Part 1*

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

## Support for Future Faculty Diversity

### 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 from underrepresented groups 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.

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

# Affordability and Access

## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically 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
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### *Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. 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 and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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



# Assessing Employee Satisfaction

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

# Wellness Program

## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

# Workplace Health and Safety

## Criteria

### *Part 1*

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### *Part 2*

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers 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.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

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**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

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**Examples of CIR actions during the previous three years:**

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**The website URL where information about the CIR is available:**

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# Sustainable Investment

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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## Investment Disclosure

### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

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# 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, ground-breaking, 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 other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. 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. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. 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.
9. 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.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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## Innovation 2

### Criteria

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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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8. 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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## Innovation 3

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# Innovation 4

## Criteria

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