

QUEENS UNIVERSITY
of
CHARLOTTE

Sustainability Plan



Mission

To establish Queens University of Charlotte (“Queens”) as a leader in sustainability efforts; educate and empower students to improve their world; develop resources to support these efforts; and catalyze a culture of sustainability to continually strengthen our participation in the global sustainability transformation.

Our Definition of Sustainability

Sustainability is a holistic, inclusive, and collaborative, people-driven effort centered on improving the way people and communities interact with and impact the earth’s resources and support systems by reducing environmental impacts while maintaining economic feasibility and emphasizing the importance of social justice and equity thereby providing an enduring future for all.

Key Pillars and Values

- Equity and Inclusion
 - Every part of the university should be incorporated into sustainability efforts at Queens.
 - The impact of sustainability efforts on all members of the community must be shared.
 - Sustainability efforts should be accessible to all members of the community.
- Communication and Transparency
 - Sustainability efforts must be clearly communicated to all members of the Queens community.
 - All members of the campus community should know about Queens sustainability efforts and the rationale for why they are happening.
- Outcomes
 - Sustainability efforts at Queens must be results-driven.
 - Sustainability efforts at Queens should be visionary, forward-thinking, and in line with the best-in-class institutions.

Important Steps

- Leadership and Governance: Crucial to the success of this plan - Queens must establish a Sustainability Advisory Council (“SAC”) to guide and support the university’s progress towards its sustainability goals. The Advisory Council will support diverse viewpoints and varied expertise while ensuring ongoing accountability, transparency, and commitment to achieving the sustainability goals of Queens. While the Advisory Council will be made up of students, faculty, and staff – and its membership will change over time - a full time Director of Sustainability

needs to be hired to lead the Advisory Council, the sustainability function, and report progress and outcomes to Senior Leadership and the Board of Trustees.

- Sustainability Advisory Council
 - Membership should include faculty, staff and students (no more than 9 members)
 - Chaired by the Director of Sustainability
 - Meet 4 times (or more) per year
 - Report to the President
 - Specific to faculty, representation on this Advisory Council should be formally listed in the Faculty Handbook
 - Act to promote Queens' sustainability mission, efforts, and accomplishments
 - Direct the efforts involved in achieving institutional sustainability goals
 - Interact with and seek input from the broadest possible audience in the university in order to advise on matters pertaining to sustainable practices, culture, formulation of university policies and integration of sustainability with existing campus programs in teaching and learning, research and innovation, outreach and engagement, and resource stewardship
- Communication: the sustainability efforts of all should be shared openly and intentionally to promote community awareness, increase participation, demonstrate the value of the efforts and to ensure accountability. Ongoing communications/promotion and reminders via multiple communication methods will be essential to ensuring the success of these efforts. In addition, a single reference point – such as a webpage should be dedicated to Queens' sustainability efforts as a resource for anyone seeking more information; wanting to provide input or ask questions.
- Funding and Budget: The University must demonstrate its dedication to these important efforts and provide ongoing operating resources necessary for the long-term success of the Sustainability Plan. Elements of this financial support can come from philanthropy, a student sustainability fee and operating budgets.

Objectives

Sustainability requires more than an effort by a single individual, committee, group or academic or administrative unit. The complex challenges of sustainability underscore the need for broad cultural and societal changes. In the case of Queens, our sustainability efforts will include integrating interdisciplinary education about or involving sustainability into our curriculum, providing community programming and lectures, establishing campus-impact targets, allocating resources, and providing leadership to achieve desired outcomes. Further efforts will include forming partnerships with local, regional and even global stakeholders to engage with Queens in support of solving the real-world challenges of sustainability. The

complexity of these challenges requires both the deep integration across a breadth of disciplines as well as application of this knowledge in practical ways to create innovative and durable solutions.

Objective 1: Inclusion: Queens will empower all community members with the ability to participate in sustainability efforts by providing access, opportunity, instruction and resources.

Objective 2: Teaching and learning: Queens will deliver a curriculum that provides all students with opportunities to understand sustainability holistically, framed by the environment, science, technology, society, the economy, history, culture, and politics; and address the complexities of sustainability through a variety of learning formats, strategies and occasions.

Objective 3: Transparency: In all manners, Queens will be open and transparent by sharing information as it relates to its decisions, efforts, successes and failures around sustainability. Queens will also participate in public third-party performance measurement surveys and/or rating systems so progress, and outcomes can be evaluated by internal and external constituents.

Objective 4: Results: Queens will achieve measurable results both by setting specific annual targets and an overall goal of reaching the AASHE-STARS Gold Rating level within 5 years of starting the program. This approach (rather than focusing on a singular outcome such as “carbon neutral by xx/xx/xx”) enables us to achieve multiple milestones, across several disciplines and broadens the reach and impact of the sustainability efforts which in turn will engage more of our community in the efforts.

Structuring our Plan

To achieve our goals efficiently and effectively, and to measure and share our progress and achievements over time in a transparent manner, it is important that we have a structure that can be used by different individuals over periods of time, enables benchmarking, research, tracking and reporting, and in particular gives us a method to place commonly accepted values on our outcomes. We will use AASHE-STARS structure for this purpose.

- The Association for the Advancement of Sustainability in Higher Education (“AASHE”) empowers higher education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation. AASHE provides a tool that enables members to translate information into action by offering essential resources and professional development to a diverse, engaged community of sustainability leaders: Sustainability Tracking, Assessment & Rating System (“STARS”) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

Areas of Focus {live links are underlined in blue}

In addition to the use of a structure (such as AASHE-STARs), another way for our efforts to be efficient and effective is to define parameters within which we will operate. Environmental Sustainability can mean different things to different people and without parameters, we run the risk of scope-creep, or developing a lack of focus because we attempt to do all things that mean “sustainability” to someone.

For this reason, we will use the STARs tool to structure and define the parameters of our initial efforts. Over 1,020 higher education institutions have registered to use the STARs tool. Rated institutions are featured in AASHE’s annual [Sustainable Campus Index](#) (“SCI”), which highlights best practices and top performers by impact area and institution type, and are included in the STARs Benchmarking Tool, which allows AASHE members to compare institutions on their sustainability performance (Table 1). STARs will help us identify best practices that we can implement locally and will allow us to comprehensively measure our institution’s current sustainability performance and assess progress, both internally and in comparison, to peer institutions.

Table 1. Dimensions across the University which are the subject of sustainability efforts in the AASHE STARs rating system

<p>Academics</p> <ul style="list-style-type: none"> • Curriculum • Research 	<p>Operations</p> <ul style="list-style-type: none"> • Air & Climate • Buildings • Energy • Food & Dining • Grounds • Purchasing • Transportation • Waste • Water 	<p>Engagement</p> <ul style="list-style-type: none"> • Campus Engagement • Public Engagement
<p>Planning & Administration</p> <ul style="list-style-type: none"> • Coordination & Planning • Diversity & Affordability • Investment & Finance • Wellbeing & Work 		<p>Innovation and Leadership</p> <ul style="list-style-type: none"> • Exemplary Practices • Innovation

Participation in STARs involves collecting information about our institution’s sustainability initiatives and performance, documenting that information in the online reporting tool, and submitting a report to earn public recognition.

Our institution’s score will be based on the **percentage of points** we earn by pursuing relevant credits across Academics (AC), Engagement (EN), Operations (OP), and Planning & Administration (PA). We can select which credits to pursue, and some options may not apply to our institution.



In addition, our institution may earn up to four Innovation & Leadership points for exemplary and path-breaking initiatives. These bonus points are added to the percentage-based score:

Recognition Levels:

- Reporter Designation = no points
- Bronze Rating = more than 25 percent of the points available (currently 45 institutions)
- Silver Rating = more than 45 percent of the points available (currently 143 institutions)
- Gold Rating = more than 65 percent of the points available (currently 135 institutions)
- Platinum Rating = more than 85 percent of the points available (currently only 8 institutions)

While the minimum requirements to earn STARS points are listed in the tables below, these are only provided as a reference point and do not necessarily represent the only goals Queens will pursue. The Director of Sustainability along with the Sustainability Advisory Council will review the resources (via the links below) in order to determine the best practices and specific elements of each area that Queens will pursue over time in order to achieve the overall objective of a Gold Rating (more than 65 percent of the available points) by 2028. Click this link for [STARS Potential Point Tracking](#) Note – we will need approximately 122-125 points to achieve the Gold Status.

The initial work and STARS report filing will serve as a baseline from which we will establish new goals and take new directions that we anticipate will be less prescriptive and more culture shifting and reflective of who we are or who we want to be.

Institutional Characteristics

Click link for [AASHE Preface Resources](#)

Credit Number and Title		Points available	Minimum requirement
PRE 1	Executive Letter	Required	Obtain a cover letter from a high-ranking executive to accompany the institution's STARS Report.
PRE 2	Points of Distinction	Optional	Highlight programs, initiatives, or accomplishments that reflect the institution's leadership for sustainability.
PRE 3	Institutional Boundary	Required	Define the boundary to be used for its STARS report.
PRE 4	Operational Characteristics	Required	Have current operational data (e.g. campus area, floor area of building space, endowment size).
PRE 5	Academics and Demographics	Required	Have current demographic data (e.g. FTE enrollment, FTE employees, number of people living on-campus).

Recommendations for policy/actions:

- PRE-1- Draft and submit a letter from President Lugo. link: [Draft PRE 1 Executive Letter](#)

- PRE 2 – Draft points of distinction (*Institutions working have the opportunity to highlight up to three programs or accomplishments that display leadership in sustainability. Participants use this section to help tell their sustainability story and publicize key initiatives whose impact and importance might not otherwise be sufficiently featured in the report. In addition, AASHE may use the responses to this section to identify and promote unique initiatives.*)
- PRE 3 – Draft and submit a definition of our boundaries. Link to STARS template: [PRE 3 - Definition of Institutional Boundary](#)
- PRE 4 – Draft and submit Operational Characteristics. Link to STARS template: [PRE-4 Operational Characteristics](#)
- PRE 5 – Draft and submit Academics and Demographics. Link to STARS template: [PRE-5 Academics and Demographics](#)

Academics

Curriculum - click link for a toolkit, publications, resources, examples: [AASHE Curriculum Resources](#)

Click link to access a folder for descriptions and details regarding how points are earned for AC1 to AC 11 [Academic STARS Point descriptions](#)

Credit Number and Title		Points available	Minimum requirement
AC 1	Academic Courses	14	Conduct an inventory to identify sustainability course offerings.
AC 2	Learning Outcomes	8	Have adopted one or more institution-level sustainability learning outcomes and/or have students graduate from degree programs that require an
AC 3	Undergraduate Program	3	Offer at least one sustainability-focused, undergraduate-level major, degree program, minor or concentration.
AC 4	Graduate Program	3	Offer at least one sustainability-focused, graduate-level major, degree program, minor, concentration or certificate.
AC 5	Immersive Experience	2	Offer at least one immersive, sustainability-focused educational study program.
AC 6	Sustainability Literacy Assessment	4	Conduct an assessment of the sustainability literacy of the institution's students.
AC 7	Incentives for Developing Courses	2	Have an ongoing program that offers incentives for academic staff to develop new sustainability courses and/or incorporate sustainability into existing
AC 8	Campus as a Living Laboratory	4	Utilize the institution's infrastructure and operations as a living laboratory for applied student learning for sustainability.

Recommendations for Policy/Actions:

- AC 1- Complete and disclose an inventory of courses in the catalog (at any level) that are focused on sustainability issues, including general education current offerings (repeat every 3 years)
 - Refer to this linked document for further details of requirements: [AC1 Criteria](#)

- AC 2 – Sustainability Advisory Committee to coordinate with the Provost’s office as well as the Academic Policy Committee and Graduate Council to determine if it is appropriate and warranted to adopt an institution-level learning outcome for sustainability. If so, assessment guidelines must be created to assess the program.
 - Refer to this linked document for further details of requirements: [AC 2 Criteria](#)
- AC 3 – Ensure courses offered meet the specified criteria. Work with the Provost’s Office to review courses against the criteria and seek modifications if warranted.
- AC 4 – not currently pursuing this item.
- AC 5 – Develop a sustainability focused JBIP program offered at least every other year.
 - Refer to this linked document for further details of requirements: [AC 5 Criteria](#)
- AC 7 and AC 8 – The Sustainability Advisory Committee will coordinate with the CAFE director to offer a short course for faculty on developing or incorporating sustainability into their courses. This could also be a special topic in the General Education Professional Development summer series. It has been common for sustainability-focused learning communities to occur throughout the gen ed curriculum. It is recommended that at least one sustainability focused learning community should be available, ideally every semester, to align with the criteria to meet these credit options. Include topics to support using the campus as a laboratory to investigate sustainability issues on campus and to potentially help elucidate the pros/cons of sustainability measures. The oversight for this goal could be coordinated between the Director of Sustainability and the gen ed committee.
 - Refer to these linked documents for further details of requirements: [AC 7 Criteria](#) [AC-8 Criteria](#)

Additional resources:

- [AASHE Academic program resources](#)
- [Practical Approaches to Teaching Sustainability](#)
- [Mentorship-program](#)
- [Vanderbilt - teaching-sustainability guides](#)
- [Colgate Resources for Teaching Sustainability](#)
- [Santa Clara - Center for Sustainability](#)

Research – click link for a toolkit, publications, resources, examples: [AASHE Research Resources](#)

AC 9	Research and Scholarship	12	Conduct an inventory to identify the institution's sustainability research.
AC 10	Support for Sustainability Research	4	Have programs to encourage and/or support sustainability research.
AC 11	Open Access to Research	2	Facilitate open access publishing.

Recommendations for Policy/Actions:

- AC 9- Complete and disclose an inventory of faculty research that is focused on sustainability issues, including faculty scholarship, student independent research projects, and course-embedded research projects (repeat every 3 years)
 - Refer to linked document for details of requirements: [AC 9 Criteria](#)
- AC 10 – Create an internal scholarship grant for faculty wishing to study a sustainability-focused research topic.
 - Refer to the linked document for details of requirements: [AC 10 Criteria](#)
- AC 11 – Create a formal policy that faculty publishing their scholarship should attempt to publish open access whenever possible, with the support of the University including, for example, matching costs for open access fees. Alternatively, consider a formal policy that faculty should make raw data available in an online archive such as arxiv.org. Available scoring:
 - An institution earns a maximum of 2 points available for this credit by facilitating open access publishing in at least three ways
 - Partial points are available as follows:
 - A. Offer institutional open access repository hosting (.67 points)
 - B. Have a published policy that mandates open access publishing (0.67 points for an institution-wide policy or 0.33 points for a less comprehensive policy)
 - C. Provide an open access article processing charge (APC) fund (0.67 points)
 - D. Provide open access journal hosting services (0.67 points)
 - Refer to linked document for details of requirements: [AC 11 Criteria](#)

Operations

[Air & Climate](#) - click link for a toolkit, publications, resources, examples: [AASHE Climate Resources](#)

Click link to access a shared folder for descriptions and details regarding how points are earned for OP1 to OP 22: [Operations STARS Credits Folder](#)

Credit Number and Title		Points available	Minimum requirement
OP 1	Emissions Inventory and Disclosure	3	Have completed an inventory to quantify the institution's greenhouse gas (GHG) and/or air pollutant emissions.
OP 2	Greenhouse Gas Emissions	8	Have completed an inventory to quantify the institution's Scope 1 and Scope 2 greenhouse gas (GHG) emissions.

Recommendations for Policy/Actions:

- OP 1- Complete and disclose an inventory of greenhouse gas emissions (repeat every 3 years)
 - Refer to the linked document for the specific requirements of [OP 1 - Emissions Inventory and Disclosure](#)
 - Link to STARS template for emissions inventory: [OP-1 Emissions Inventory](#)
- OP 2 – Conduct an inventory of Scope 1 and Scope 2 GHG (greenhouse gas) emissions.
 - Note: Scope 1 emissions are direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, vehicles). Scope 2 emissions are indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization’s GHG inventory because they are a result of the organization’s energy use.
 - Refer to the linked document for the specific requirements of [OP 2 Greenhouse Gas Emissions](#)
 - Link to STARS template for GHG emissions: [OP-2 Greenhouse Gas Emissions](#)

Buildings - click link for a toolkit, publications, resources, examples: [AASHE - Building Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 3	Building Design and Construction	3	Own new or renovated buildings that were designed and built in accordance with a published green building code, policy/guideline, or rating system.
OP 4	Building Operations and Maintenance	5	Own buildings that are operated and maintained in accordance with a sustainable management policy/program or a green building rating system

Recommendations for policy/actions:

- OP 3 - Require renovations of existing buildings to green building code or rating systems (e.g., LEED)
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 3 Building Design and Construction](#)
 - Link to STARS template for tracking/reporting Building Design and Construction: [OP-3 Building Design and Codnstruction](#)
- OP 3 - Require new buildings to be built to green building code or rating systems (e.g., LEED)
- OP 4 - Require purchasing new HVAC equipment (or replacements over time) with Energy Star rated equipment.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 4 Building Operations and Maintenance](#)

- Link to STARS template for tracking/reporting Building Operations and Maintenance: [OP-4 - Building Operations and Maintenance](#)

Energy - click link for a toolkit, publications, resources, examples: [AASHE - Energy Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 5	Building Energy Efficiency	6	Have data on grid-purchased electricity, electricity from on-site renewables, utility-provided steam and hot water, and stationary fuels and other energy
OP 6	Clean and Renewable Energy	4	Support the development and use of clean and renewable energy sources.

Recommendations for policy/actions:

- OP 5 – maintain data on purchased electricity sources and over time document the volume purchased from the grid vs. alternative sources.
- OP 5 - Upgrade building management systems with centralized monitoring/reporting
 - Ensure campus facilities staff are trained in the building management systems and such systems are monitored and adjusted to maximize efficiencies.
- OP 5 - Complete the conversion of campus’ florescent bulbs to LED bulbs.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 5 Building Energy Efficiency](#)
 - Link to STARS template for reporting/tracking Building Energy Efficiency: [OP-5 Building Energy Efficiency](#)
- OP 6- Expand solar panel farm footprint (roof of Levine was purpose built for this)
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 6 Clean and Rewearable Energy](#)
 - Link to STARS template for tracking/reporting Clean and Renewable Energy items: [OP-6 Clean and Renewable Energy](#)

Food & Dining - click link for a toolkit, publications, resources, examples: [AASHE - Food & Dining Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 7	Food and Beverage Purchasing	6	Purchase food and beverage products that are sustainably or ethically produced and/or plant-based.
OP 8	Sustainable Dining	2	Have programs and initiatives to support sustainable food systems and minimize food waste.

Recommendations for policy/actions:

- Coordinate with Director of Dining Services to determine current sources of food and beverage products.
 - Next steps TBD based on that analysis.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 7 Food and Beverage Purchasing](#)
 - Link to STARS template for tracking/reporting Food and Beverage Purchasing: [OP-7 Food and Beverage Purchasing](#)
- Coordinate with Director of Dining Services to:
 - measure/weigh food waste, record data, partner with 3rd party service to collect food waste for off-site composting.
 - Ensure cooking oil is properly captured and removed by 3rd party service to convert to bio-diesel
 - Utilize reusable flatware/service ware for dine-in meals
 - Provide reusable “to go” containers
 - Donate excess food
 - Continue tray-less dining
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 8 Sustainable Dining](#)
 - Link to STARS template for tracking/reporting Sustainable Dining: [OP-8 Sustainable Dining](#)

Grounds - click link for a toolkit, publications, resources, examples: [AASHE Grounds Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 9	Landscape Management	2	Manage grounds organically or in accordance with an Integrated Pest Management (IPM) program.
OP 10	Biodiversity	1-2	Have conducted an assessment to identify endangered and vulnerable species and/or areas of biodiversity importance on land owned or managed by

Recommendations for policy/actions:

- Conduct an assessment to identify vulnerable and/or endangered species on Queens campus and related properties (repeat every 3 years)
 - Next steps TBD based on the assessment.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 9 Landscape Management](#) and [OP 10 Biodiversity](#)
 - Refer to linked STARS document for tracking/reporting of Landscape Management: [OP-9 Landscape Management](#) and Biodiversity: [OP-10 Biodiversity Criteria](#)

Purchasing - click link for a toolkit, publications, resources, examples: [AASHE Purchasing Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 11	Sustainable Procurement	3	Apply sustainability criteria when making procurement decisions.
OP 12	Electronics Purchasing	1	Purchase environmentally and socially preferable electronic products.
OP 13	Cleaning and Janitorial Purchasing	1	Purchase cleaning and janitorial paper products that meet multi-criteria sustainability standards.
OP 14	Office Paper Purchasing	1	Purchase office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

Recommendations for policy/actions:

- OP 11 to 14 - Examine current purchases (based on volume/cost/frequency) to determine what improvements might be available and/or what options could improve our environmental impact.
- OP 11 Sustainable Procurement: Create written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution wide. For example:
 - A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
 - A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
 - A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution’s business partners that exceed basic legal compliance.

- Refer to the linked document for details of the rationale and criteria to earn points for [OP 11 Sustainable Procurement](#)
- Refer to linked document for tracking/reporting of [OP-11 Sustainable Procurement](#)
- OP 12 Electronic Purchasing: Require electronic purchases that are:
 - EPEAT registered,
 - Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
 - Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).
- Refer to the linked document for details of the rationale and criteria to earn points for [OP 12 Electronics Purchasing](#)
- Refer to linked document for tracking/reporting of [OP-12 Electronics Purchasing](#)
- OP 13 Cleaning and Janitorial: Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the AASHE listed sustainable criteria (e.g., ECOLOGO certified (UL Environment or Green Seal certified)).
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 13 Cleaning and Janitorial](#)
 - Refer to linked document for tracking/reporting of [OP-13 Cleaning and Janitorial Purchasing](#)
- OP 14 Office Paper Purchasing: Purchase office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 14 Office Paper Purchasing](#)
 - Refer to linked document for tracking/reporting of [OP-14 Office Paper Purchasing](#)

Transportation - click link for a toolkit, publications, resources, examples: [AASHE Transportation Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 15	Campus Fleet	1	Include vehicles that are hybrid, electric and/or alternatively fueled in the institution's motorized fleet.
OP 16	Commute Modal Split	5	Conduct a survey to gather data about student and/or employee commuting behavior.
OP 17	Support for Sustainable Transportation	1	Have implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting.

Recommendations for policy/actions:

- OP 15 – as the current fleet ages-out, replace gasoline powered shuttle vehicles used for local travel with electric or alternative fuel vehicles. Install charging stations or alt-fuel refill stations.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 15 Campus Fleet](#)
 - Refer to linked document for tracking/reporting of [OP-15 Campus Fleet](#)
- OP 16 - Conduct survey of commuting behaviors
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 16 Commuting Modality](#)
 - Refer to linked document for tracking/reporting of [OP-16 Commuting Modality](#)
- OP 17 – incentivize work-from home options for employees; incentivize students to not bring a car to campus; provide resources to encourage/support alternative forms of transportation.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 17 Sustainable Transportation](#)
 - Refer to linked document for tracking/reporting of: [OP-17 Sustainable Transportation](#)

Waste - click link for a toolkit, publications, resources, examples: [AASHE Waste Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 18	Waste Minimization and Diversion	8	Have data on the weight of materials recycled, composted, donated/re-sold, and disposed in a landfill or incinerator.
OP 19	Construction and Demolition Waste Diversion	1	Divert non-hazardous construction and demolition waste from the landfill and/or incinerator.
OP 20	Hazardous Waste Management	1	Have strategies in place to 1) safely dispose of all hazardous, special, universal, and non-regulated chemical waste and minimize the presence of

Recommendations for policy/actions:

- OP 18 – Leverage reporting available from our waste management provider and paper recycling company to learn about and document the weight of waste removed from campus. Create a tracking sheet/database and reporting mechanism for sharing such information.
 - Calculate a baseline of waste per person.
 - Develop a plan to decrease waste per person (threshold for minimum performance must be below 0.5 short tons per person.)
 - Develop plans for an improved, expanded, and efficient recycling program.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 18 Waste Minimization and Diversion](#)
 - Refer to linked document for tracking/reporting of [OP 18 Waste Minimization](#)
- OP 19 – Meet with campus facilities leadership and contractors/construction partners to create a plan for how our construction waste could be diverted from the landfill and the cost implications of such a change.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 19 Construction and Demolition](#)
 - Refer to linked document for tracking/reporting of [OP 19 Construction and Demolition Waste Diversion](#)
- OP -20 – Sustainability Advisory Council to meet with the Chemical Safety Officer to learn about and document our processes, accountability and reporting of hazardous waste disposal.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 19 Hazardous Waste Management](#)
 - Refer to linked document for tracking/reporting of [OP 20 Hazard Waste Management](#)

Water - click link for a toolkit, publications, resources, examples: [AASHE Water Resources](#)

Credit Number and Title		Points available	Minimum requirement
OP 21	Water Use	4-6	Have data on potable and non-potable water use.
OP 22	Rainwater Management	2	Use green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather

Recommendations for policy/actions:

- OP 21 – We have data on our potable/non-potable water use (e.g., from our cisterns vs. our well vs. city water.) The Sustainability Action Committee will need to improve the tracking, accountability and reporting of this information.
 - Part 1. Reduction in potable water use per person (annual potable water use per weighted campus user compared to a baseline is reduced.)
 - Part 2. Reduction in potable water use per unit of floor area (reductions in annual potable water use per gross square meter or foot of floor area compared to a baseline.)
 - Part 3. Reduction in total water withdrawal per unit of vegetated grounds (reduce total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.)
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 21 Water Use](#)
 - Refer to linked document for tracking/reporting of [OP 21 Water Use](#)

- OP 22 – Queens has a good starting point with regard to rainwater management as a result of our cisterns and the reuse of the rainwater for irrigation.
 - Formulate a comprehensive policy for rainwater management.
 - Require low-impact-development (“LID”) for new construction and major renovations.
 - Refer to the linked document for details of the rationale and criteria to earn points for [OP 22 Rainwater Management](#)
 - Refer to linked document for tracking/reporting of [OP 22 Rainwater Management](#)

Engagement

[Campus Engagement](#) - click link for a toolkit, publications, resources, examples: [AASHE Campus Engagement Resources](#)

Click link for a shared folder with descriptions and how to earn the available points for each element EN 1 to EN 15 [Engagement STARS Credits](#)

Credit Number and Title		Points available	Minimum requirement
EN 1	Student Educators Program	4	Coordinate an ongoing peer-to-peer sustainability outreach and education program for students.
EN 2	Student Orientation	2	Include sustainability prominently in student orientation activities and programming.
EN 3	Student Life	2	Have co-curricular sustainability programs and initiatives.
EN 4	Outreach Materials and Publications	2	Produce outreach materials and/or publications that foster sustainability learning and knowledge.
EN 5	Outreach Campaign	4	Hold at least one sustainability-related outreach campaign directed at students and/or employees.
EN 6	Assessing Sustainability Culture	1	Conduct an assessment of campus sustainability culture that focuses on sustainability values, behaviors and beliefs.
EN 7	Employee Educators Program	3	Administer or oversee an ongoing peer-to-peer sustainability outreach and education program for employees.
EN 8	Employee Orientation	1	Cover sustainability topics in employee orientation and/or in outreach and guidance materials distributed to new employees.
EN 9	Staff Professional Development and Training	2	Make available professional development and training opportunities in sustainability to non-academic staff.

Recommendations for policy/actions:

EN 1 Student Educators Program: To earn these points, Queens will engage its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators' program. Queens must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students by:

- Selecting or appointing students to serve as peer educators and formally designating the students as educators (paid and/or volunteer).
- Providing formal training to the student educators in how to conduct peer outreach; and
- Supporting the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers 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 actively participate.

Refer to the linked document for details of the rationale and criteria to earn points for [EN 1 Student Educators Program](#)

EN 2 Student Orientation: To earn these points, Queens will include sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

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

Refer to the linked document for details of the rationale and criteria to earn points for [EN 2 Student Orientation](#)

EN 3 Student Life: To earn these points, Queens will maintain 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
- Conferences, speaker series, symposia, or similar events focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused book for common reading)

Refer to the linked document for details of the rationale and criteria to earn points for [EN 3 Student Life](#)
Start by performing an inventory of existing programs and evaluating the effectiveness of each.

EN 4 Outreach Materials: Queens and the Sustainability Advisory Council will produce outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one of the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts

- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts.

Refer to the linked document for details of the rationale and criteria to earn points for [EN 4 Outreach Materials](#)

EN 5 Outreach Campaign: Queens and the Sustainability Advisory Council will hold at least one sustainability-related outreach campaign directed at students and one directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, employees, a student organization, or by students in a course.

The campaign(s) reported for this credit could take the form of a competition (e.g., a residence hall conservation competition), a rating or certification program (e.g., a green dorm or green office rating program), and/or a collective challenge (e.g., a campus-wide drive to achieve 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.

Refer to the linked document for details of the rationale and criteria to earn points for [EN 5 Outreach Campaign](#)

EN 6 Assessing Sustainability Culture: Queens or the Sustainability Advisory Committee should assess campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum. Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

Refer to the linked document for details of the rationale and criteria to earn points for [EN 6 Assessing Sustainability Culture](#)

EN 7 – Employee Educators Program: To earn these points, Queens or the Sustainability Advisory Council will administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees by:

- Selecting or appointing employees to serve as peer educators and formally designating the employees as educators (paid and/or volunteer).
- Providing formal training to the employee educators in how to conduct peer outreach; AND
- Supporting the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

Refer to the linked document for details of the rationale and criteria to earn points for [EN 7 Employee Educators Program](#)

EN 8 Employee Orientation: Queens Human Resources will cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

Refer to the linked document for details of the rationale and criteria to earn points for [EN 8 Employee Orientation](#)

EN 9 Staff Professional Development: The Sustainability Advisory Council will create and make available to Human Resources professional development and training in sustainability opportunities in sustainability to all non-academic staff at least once per year. Opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

Refer to the linked document for details of the rationale and criteria to earn points for [EN 9 Staff Professional Development](#)

Public Engagement - click link for a toolkit, publications, resources, examples: [AASHE Public Engagement Resources](#)

Credit Number and Title		Points available	Minimum requirement
EN 10	Community Partnerships	3	Have at least one formal community partnership to work together to advance sustainability.
EN 11	Inter-Campus Collaboration	3	Collaborate with other colleges and universities to support and help build the campus sustainability community.
EN 12	Continuing Education	5	Offer continuing education courses that address sustainability and/or have at least one sustainability-themed certificate program through a continuing
EN 13	Community Service	5	Have data on student engagement in community service and/or a formal program to support employee volunteering.
EN 14	Participation in Public Policy	2	Advocate for public policies that support campus sustainability or that otherwise advance sustainability.
EN 15	Trademark Licensing	2	Have adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel.

Recommendations for policy/actions:

- EN 10 Community Partnerships: Develop and maintain one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.
 - Example: [Discover Place Nature & Sustain CLT \(per Jenn Marts\)](#)
 - Refer to the linked document for details of the rationale and criteria to earn points for [EN 10 - Community Partnerships](#)

- EN 11 Intercampus Collaboration: Through the Sustainability Advisory Council, Student Organizations and/or faculty/staff, form collaborative relationships with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community:
 - Become a member of a national or international higher education sustainability network.
 - Actively participate in a regional, state/provincial, or local higher education sustainability network.
 - Submit a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE’s Campus Sustainability Hub or EAUC’s Sustainability Exchange) or awards program.

- Refer to the linked document for details of the rationale and criteria to earn points for [EN 11 Intercampus Collaboration](#)
- EN 12 Continuing Education: Develop and offer continuing education courses that are sustainability-focused or sustainability-inclusive. Additionally, develop and offer at least one sustainability-focused certificate program through its continuing education department.
 - Refer to the linked document for details of the rationale and criteria to earn points for [EN 12 Continuing Education](#)
- EN 13 Community Service: Engage students in community service, as measured by the percentage of students who participate and as measured by the average hours contributed per student per year.
 - Refer to the linked document for details of the rationale and criteria to earn points for [EN 13 Community Service](#)
- EN 14 Participation in Public Policy: Through the Sustainability Advisory Council (or other QU supported organization), advocate for public policies that support campus sustainability or that otherwise advance sustainability. The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count.
 - Refer to the linked document for details of the rationale and criteria to earn points for [EN 14 Participation in Public Policy](#)
- EN 15 Trademark Licensing: The Sustainability Advisory Council will coordinate with our apparel suppliers to ensure that apparel bearing its name/logo is produced under fair working conditions.
 - Refer to the linked document for details of the rationale and criteria to earn points for [EN 15 Trademark Licensing](#)

Planning and Administration

Coordination & Planning - click link for a toolkit, publications, resources, examples: [AASHE Coordination & Planning Resources](#)

Click link to access a shared folder for descriptions and details regarding how points are earned for PA 1 to PA 15: [Planning and Administration STARS Points folder](#)

Credit Number and Title		Points available	Minimum requirement
PA 1	Sustainability Coordination	1	Have at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and
PA 2	Sustainability Planning	4	Have a published plan that includes measurable sustainability objectives and/or include the integrated concept of sustainability in the institution's
PA 3	Inclusive and Participatory Governance	3	Have formal participatory or shared governance bodies, include diverse stakeholders on the institution's highest governing body, and/or host or
PA 4	Reporting Assurance	1	Complete an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit

Recommendations for policy/actions:

- PA1 – this recommendation is made at the top of this plan: Queens will establish a Sustainability Advisory Council to guide and support the university’s progress towards its long-term sustainability goals. The SAC will support diverse viewpoints and varied expertise while ensuring ongoing accountability, transparency, and commitment to achieving the sustainability goals of Queens. While the SAC will be made up of students, faculty, and staff volunteers – and its membership will change over time - as such, a full time Director of Sustainability should be hired to lead the SAC, the sustainability function, report progress and outcomes to Senior Leadership and the Board of Trustees. Refer to the linked document for details of the rationale and criteria to earn points for [PA 1 Sustainability Coordination](#)

- PA2 – Sustainability Planning: Queens will create and published plan or plans that include measurable sustainability objectives that address one or more of the following:
 - Academics - sustainability in curriculum and/or research
 - Engagement - student, employee, or community engagement for sustainability
 - Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
 - Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for the above may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Further, Queens will include the integrated concept of sustainability in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

Refer to the linked document for details of the rationale and criteria to earn points for [PA 2 Sustainability Planning](#)

PA 3 Inclusive and Participatory Governance: ensure formal participatory or shared governance bodies through which the following campus stakeholders (Students, Faculty, Staff) can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review.) Further, ensure the Board of Trustees includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the Board of Trustees.

Refer to the linked document for details of the rationale and criteria to earn points for [PA 3 Inclusive and Participatory Governance](#)

PA 4 Reporting Assurance: The Sustainability Advisory Council should complete an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria. The assurance process may include:

- Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

- An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).
- An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Refer to the linked document for details of the rationale and criteria to earn points for [PA 4 Reporting Assurance](#)

Diversity & Affordability - click link for a toolkit, publications, resources, examples: [AASHE Diversity & Affordability Resources](#)

Credit Number and Title		Points available	Minimum requirement
PA 5	Diversity and Equity Coordination	2	Have a diversity and equity committee, office and/or officer and/or make diversity trainings and activities available.
PA 6	Assessing Diversity and Equity	1	Have engaged in a structured assessment process to improve diversity, equity, and inclusion on campus.
PA 7	Support for Underrepresented Groups	3	Have policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community.
PA 8	Affordability and Access	4	Have data related to the institution's accessibility and affordability to low-income students.

Recommendations for policy/actions:

- PA 5 Diversity and Equity Coordination: Queens will maintain a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. Through this D&E office, Queens should make cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, faculty and/or staff.
 - Note - We have DEI Council that has been meeting for several years. The group is on pause as they learn more about President Lugo's direction and will resume in the future. (Per Darryl White)
 - Note - we have an office/officer – will need to connect that office with the sustainability efforts/activities and training.

- Refer to the linked document for details of the rationale and criteria to earn points for [PA-5 Diversity and Equity Coordination](#)
- PA 6 Assessing Diversity and Equity: – Every three years, Queens will engage in a structured assessment process to assess diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:
 - Campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups.
 - Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
 - Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).
 - Note: QU Launched a DRI audit in 2019 focused on the areas of access and equity, inclusive campus, learning diversity and perspectives, diversity research and scholarship. (Per Darryl White)
 - Refer to the linked document for details of the rationale and criteria to earn points for [PA 6 Assessing Diversity and Equity](#)
- PA 7 Support for Under-represented groups: Institution has one or more of the following policies, programs, or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:
 - A publicly posted non-discrimination statement.
 - A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
 - Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
 - Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
 - Other policies, programs and initiatives are also available.
 - Note – There are some programs in place to support underrepresented groups. Peer mentoring program in DICE and Center for Student Success has the Thrive institute. Several relevant student clubs as well (Per Darryl White).
 - Refer to the linked document for details of the rationale and criteria to earn points for [PA 7 Support for Under-represented groups](#)

- PA 8 Affordability and Access: The Sustainability Advisory Council will coordinate with Student Financial Services to routinely (annually) gather, and report data associated with our Cost of Attendance, Pell Eligible Student counts and other measures of serving/funding low-income students.
 - Refer to the linked document for details of the rationale and criteria to earn points for link to (work in progress) STARS Template: [PA-8 Affordability and Access](#)

Investment and Finance - click link for a toolkit, publications, resources, examples: [AASHE Investment & Finance Resources](#)

Credit Number and Title		Points available	Minimum requirement
PA 9	Committee on Investor Responsibility	2	Have a formally established and active committee on investor responsibility (CIR) or similar body.
PA 10	Sustainable Investment	3-5	Make positive sustainability investments and/or have investor engagement policies and practices.
PA 11	Investment Disclosure	1	Make a snapshot of investment holdings available to the public on at least an annual basis.

Recommendations for policy/actions:

- PA 9 Committee on Investor Responsibility: Queens must formally establish an active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).
 - PA 9 and 10 – Sustainability Director to work with the CFO and Investment Committee to assess their appetite for such actions. Our current investment advisor has options that would enable strategies that consider environmental, social and governance (“ESG”) considerations.
 - Coordinate with CFO and Investment Committee to create a sub-committee on investor responsibility.
 - Link to STARS Template: [PA-9 Committee on Investor Responsibility](#)
 - PA 10 Sustainable Investing: The above-mentioned Committee on Investor Responsibility and the Sustainability Advisory Committee coordinate to ensure the Queens endowment invests in one or more of the sustainable industries, investment funds, socially responsible funds or other investments listed in the link below:
 - Link to STARS Template: [PA-10 Sustainable Investing](#)
- PA 11 – Develop a formal process to regularly (annually) capture and report investment holdings in a public manner.
 - Link to STARS Template: [PA-11 Investment Disclosure](#)

Wellbeing and Work - click link for a toolkit, publications, resources, examples: [AASHE Wellbeing and Work Resources](#)

Credit Number and Title		Points available	Minimum requirement
PA 12	Employee Compensation	3	Have data on the hourly wages and total compensation provided to employees.
PA 13	Assessing Employee Satisfaction	1	Conduct a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement.
PA 14	Wellness Programs	1	Have a wellness and/or employee assistance program and/or prohibit smoking within all occupied buildings.
PA 15	Workplace Health and Safety	2	Have an occupational health and safety management system (OHSMS) and/or data on work-related injury or ill health.

Recommendations for policy/actions:

- PA 12 Employee Compensation: To earn these points, Queens will work to ensure more than 75 percent of the institution’s employees receive a living wage (benefits excluded). Additionally, Queens must verify that more than 75 percent of the employees of any significant contractors (e.g., Chartwells and SSC) receive a living wage (benefits excluded). Lastly, the total compensation provided to the institution’s lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.
 - Refer to linked document for details of the requirements of [PA 12 Employee Compensation](#)
- PA 13 Assessing Employee Satisfaction: The Sustainability Advisory Council should coordinate with Human Resources to conduct routine surveys that allow for anonymous feedback to measure employee satisfaction and engagement. The evaluation addresses (but is not limited to) the following areas:
 - Job satisfaction
 - Learning and advancement opportunities
 - Work culture and work/life balance
 - Refer to linked document for details of the requirements of [PA-13 Assessing Employee Satisfaction](#)
- PA 14 Wellness Programs: Maintain a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees. prohibits

smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

- A. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
 - B. Prohibits smoking and tobacco use across the entire campus.
- Refer to linked document for details of the requirements of [PA 14 - Wellness Programs](#)
- PA 15 Workplace Health and Safety: Develop and maintain an occupational health and safety management system (OHSMS). Additionally, the Incidents per FTE employee must be less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.
 - The Sustainability Advisory Council should coordinate with Human Resources to regularly collect and report information on work-related injuries and health matters.
 - PA 15 – refer to linked document for details of the requirements of: [PA 15 Workplace Health and Safety](#)

Innovation and Leadership -

Click link for catalog with further details of these optional credit opportunities: [Innovation & Leadership Catalog](#)

Innovation - click link below to access a shared folder with several PDF documents describing options for earning Innovation points.

[Innovation & Leadership Credits Folder](#)

Credit Number and Title		Points available	Minimum requirement
IN --	Catalog of optional credits available	0.5 each (up to 4)	Varies by credit.

Category	Subcategory	Credit Opportunity
AC	Curriculum	Center for Sustainability Across the Curriculum Online Sustainability Course Sustainability Course Designation
	Research	Academy-Industry Connections Laboratory Animal Welfare
EN	Campus Engagement	Network for Student Social Innovation
	Public Engagement	Anchor Institution Network Community Garden Fair Trade Campus Green Athletics Green Event Certification Program Hospital Network Voter Education and Support
OP	Air & Climate	Carbon Mitigation Project Development Nitrogen Footprint
	Buildings	Green Cleaning Certification Green Laboratory Program
	Energy	Energy System Certification
	Food & Dining	Dining Services Certification
	Grounds	Grounds Certification Pest Management Certification

	Purchasing	Spend Analysis
	Transportation	Bicycle Friendly University Fleet Certification
	Waste	Single-Use Plastic Ban Zero Waste Certification
	Water	Natural Wastewater Systems Stormwater Modeling Water Balance
PA	Coordination & Planning	External Reporting Assurance Social Enterprise Stakeholder Engagement Standard

Recommendations for policy/actions:

TBD by the Sustainability Advisory Committee as to what is possible here:

Innovation & Leadership (IN) credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.
- These credits may be claimed in multiple submissions if the criteria are being met at the time of submission.