

# Plan for University of Wyoming Participation in STARS Sustainability Tracking, Assessment & Rating System

## Report from the Campus Sustainability Committee

### Executive Summary

The University of Wyoming's 2017–2022 Strategic Plan, *Breaking Through*, calls for a Bronze rating through the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) by 2022 to support a high-performing university. During AY 2017-18, the UW Campus Sustainability Committee (CSC) assessed the feasibility and outlined a plan for achieving the STARS Bronze rating by 2022 at the request of Provost Miller. This report provides that feasibility assessment with an analysis of 1) achievable credits and areas for improvement in Academics, Engagement, Operations, and Planning and Administration categories in STARS; and 2) best practices for STARS at peer institutions. It additionally provides a timeline and plan for implementing STARS, including resources necessary for success.

The CSC identified the following key findings and recommendations for the STARS process:

- UW is likely to achieve credits from the Operations, Academics, and Engagement categories; however, UW will need to implement new sustainability practices to achieve additional credits within these categories as well as the Planning and Administration category.
- Peer institutions have realized successful STARS ratings with dedicated sustainability staff who report at the Presidential or Provost level.
- Institutional leadership and support are integral to signaling a commitment to STARS and sustainability at UW and driving necessary data sharing across academic, administrative, and operational units for reporting.
- The CSC should oversee and guide the STARS process, and the committee should continue to report to the Office of the President.
- UW is well positioned to collect data and submit to STARS as a reporting institution in 2018-19 to assess baseline sustainability performance and identify areas for improvement. UW should seek a STARS rating in the following academic years. The Office of the President will provide a paid student fellowship/graduate assistantship and the Campus Sustainability Committee will provide a paid student internship to support this process in 2018–19.
- Progress in sustainability will be most successful with 1) a permanent Campus Sustainability Coordinator position to provide continuity in STARS reporting and help build UW's sustainability initiatives, and 2) eventually, additional staff capacity within an Office of Sustainability and/or embedded within UW units to build sustainability at UW.
- With the appropriate institutional commitment and resources to gather data, report on sustainability performance, and make key improvements, the CSC finds a STARS Bronze rating by 2022 to be feasible. The committee welcomes the opportunity to comprehensively and transparently report on sustainability, but moreover, the CSC views STARS as an important vehicle to set sustainability goals and make measurable progress toward reaching those goals.

## **Purpose**

The University of Wyoming’s 2017–2022 Strategic Plan, *Breaking Through*, calls for an ambitious new goal to advance sustainability at UW. Goal 4 of the plan, which outlines steps to becoming a high-performing university, calls for UW to become Bronze-certified by the Association for Advancement of Sustainability in Higher Education’s Sustainability (AASHE), Tracking, Assessment and Rating System (STARS) by 2022. Participation in STARS, which is the most commonly accepted and rigorous standard for sustainability assessment within higher education, is an opportunity for UW to transparently report on the sustainability of operations, administration, and academics; promote its successes; and make real gains toward becoming a more sustainable university. The Campus Sustainability Committee commends UW leadership and the Board of Trustees for this bold and forward-looking step.

In 2017, Provost Miller tasked the Campus Sustainability Committee—the faculty, staff, and student committee that has guided sustainability at UW since 2005—with developing a plan for UW to achieve STARS Bronze certification. During AY 2017–18, the committee worked together and with a team of students in the ENR 4600/5600 Campus Sustainability course to analyze STARS requirements and propose steps toward certification. This report summarizes STARS, qualitatively assesses feasibility of achieving credits within STARS, analyzes approaches and lessons learned from peer institutions, proposes a timeline and plan for implementation, and outlines necessary resources for success in STARS and campus sustainability at the University of Wyoming.

## **About STARS**

As the premier professional organization for campus sustainability, AASHE promotes sustainability and facilitates communication and collaboration between institutions of higher education. In addition to a resource hub and annual conference, the organization manages STARS as a transparent metric for universities and colleges to assess and advance sustainability across the entire institution. (See Appendix A for AASHE’s STARS flyer for campus stakeholders.)

## **Credits**

Taking a classic view of sustainability, STARS assesses the ecological, economic, and social aspects of sustainability at institutions of higher education. STARS allows universities and colleges to achieve credits in four main categories—Academics, Engagement, Operations, Planning and Administration—plus an optional, Innovation and Leadership category (Table 1; see Appendix B for detailed credit categories):

**Table 1. Credit categories within STARS**

<b>STARS credit category</b>	<b>Subcategories</b>	<b>Possible points</b>
Academics	Curriculum	40
	Research	18
Engagement	Campus Engagement	21
	Public Engagement	20
Operations	Air and Climate	11
	Buildings	8
	Energy	10
	Food and Dining	8
	Grounds	3-4
	Purchasing	6
	Transportation	7
	Waste	10
	Water	6-8
Planning and Administration	Coordination and Planning	8
	Diversity and Affordability	10
	Investment and Finance	7
	Wellbeing and Work	7
Innovation and Leadership	Exemplary Performance	0.5 each
	Innovation	1

**STARS Certification Levels and Costs**

Universities may receive Bronze, Silver, Gold, or Platinum certifications for achieving 25, 45, 65, and 85 percent of applicable points, respectively. Universities may also participate as “STARS Reporters” by submitting sustainability data without receiving a rating or making individual scores public, which can provide a test run in advance of submitting data for a public STARS rating and provides basic access to the STARS Reporting Tool free of charge. Institutions can continuously update data in the Reporting Tool. When an institution submits data through the Reporting Tool to receive a rating, an annual subscription fee goes into effect with a 50% discount for each annual renewal 90 days in advance of expiration. AASHE member institutions receive a substantial discount on STARS subscriptions; UW has maintained an AASHE membership for several years, which provides important academic and operational campus sustainability resources in addition to the STARS discount. STARS ratings are in effect for 3 years unless a new report is submitted earlier. Table 2 summarizes the STARS fee structure.

**Table 2. STARS Subscription Fee Structure**

<b>Reporting Status</b>	<b>Access Type</b>	<b>Non-AASHE Member</b>	<b>AASHE Member</b>
STARS Reporter	Basic Access	No Cost	No Cost
STARS Rating Subscription	Full Access	\$1400	\$900
Subscription Renewal	Full Access	\$700	\$450

## **STARS Criteria**

To earn credits in each of the STARS categories, universities complete “criteria,” which in most cases is the collection and reporting of data (Appendix B). A university does not have to submit the data for credits for which it is not seeking points. For instance, if we do not seek credits related to sustainable investments, we will not need to submit UW’s investment criteria.

The institution itself must verify data accuracy and the university President submits a letter affirming the accuracy check. Data sources or responsible parties are provided for each credit. Information is shared publicly on the STARS website.

## **Feasibility Analysis by Credit Category**

Over the 2017–2018 academic year, the Campus Sustainability Committee assessed the feasibility of achieving credits in each of the main STARS categories. Committee members contributed to this assessment based on their areas of expertise and the relevance of their position to the category. See Appendix C for Campus Sustainability Committee member contributions to STARS category working groups.

### **Academics**

The STARS Academics credit category includes Curriculum and Research sub-categories. With an undergraduate sustainability minor in the Haub School of Environment and Natural Resources, graduate sustainability major and undergraduate sustainability minor in the College of Business, courses that use campus as a living laboratory, and sustainability courses across campus, UW is likely to earn credits in the Curriculum sub-category. However, UW is not currently eligible for several points in this subcategory, because we currently lack sustainability learning outcomes at the institutional level, an undergraduate sustainability-focused major or degree, a graduate-level sustainability minor, a minimum-one-week-long immersive sustainability experience, incentives for faculty development of sustainability courses (including funding and certainty about tuition-return to colleges for summer, J-term, and outreach formats), or a campus-wide sustainability literacy assessment.

To earn points in Academics will require a substantial course inventory to quantify the proportion of undergraduate and graduate courses with a primary or secondary focus on sustainability. Similarly, STARS requires an inventory of all sustainability learning outcomes at the programmatic level. Since sustainability content is not always evident from course descriptions, inventories will require substantial feedback from departments in a survey that Academic Affairs could request.

Several UW faculty members conduct research that addresses major sustainability challenges ranging from food security to green buildings, which will allow us to earn points within the Research sub-category. UW is not currently eligible to receive points for having a program to support student and faculty sustainability research, ongoing library support for sustainability research, and a written policy to encourage interdisciplinary research through tenure and promotion. We are unsure of the number of academic divisions with an open access research

publication policy, although UW Libraries have an Open Access initiative complete with grant funding for faculty to create open access materials.

Much like with curriculum, UW will need to conduct an inventory of sustainability research and researchers, ideally led by the Research Office, to receive credits for sustainability research. To receive other credits will require the creation of new policies and programs that support and reward sustainability and interdisciplinary research, and require public access to published scholarship.

### ***Engagement***

STARS divides this category into campus and public engagement. UW is likely to receive points within the student engagement subcategory for having sustainability student groups, community-supported agriculture (ACRES farm), the beginnings of a green revolving fund, sustainability events targeted toward students, student sustainability job/internship opportunities at the university, and an outdoor program that teaches leave-no-traces principles. We are likely to miss credits for lacking a peer-to-peer sustainability education program, sustainability programming in student orientation events, sustainability skills training, and graduation sustainability pledges.

We are also likely to receive credits for engagement activities that target UW employees including a sustainability webpage and social media, signage that highlights green building features, and published information for bicyclists and pedestrians. We will miss credits for lacking a sustainability newsletter, regular coverage of sustainability topics in the campus newspaper, signage about sustainable food systems or grounds-keeping, a commuter guide for sustainable transportation, a guide for green living in the residence halls, major sustainability outreach campaigns directed at students or employees, a campus-wide assessment of sustainability culture, a peer-to-peer sustainability education program for employees, sustainability information at employee orientations, or opportunities for employee professional development for sustainability.

We can gather data for these credits from individuals and units including sustainability faculty within the Haub School, student sustainability leaders and advisors, Residence Life and Dining Services, and UW Operations. Additional content in student and employee orientations, interpretive signage in some places, and more campus education and engagement materials that promote existing programs could provide many of the missed credits in this category.

Within the public engagement category, we may be eligible for credits from community service efforts (e.g., the Big Event, Solar Fest, and glass recycling by the Wyoming Conservation Corps) and will receive credit for participation in the Fair Labor Association for trademarked goods. The Trash-2-Treasures household goods re-use program facilitated by the Nordic Ski Club will likely garner credit as a sustainability community partnership. We will miss credits for inter-campus collaborations, continuing education for sustainability, and institutional advocacy for sustainability policies. If UW were to develop a campus-community partnership to advance sustainability, UW's Office of Engagement and Outreach could potentially assist.

## Operations

The Operations credit category includes Air and Climate, Buildings, Energy, Food and Dining, Grounds, Purchasing, Waste, and Water. UW is well-positioned to receive credits for tracking greenhouse gas emissions and outdoor air pollutants as part of the Campus Sustainability Committee's annual emissions inventory, although the inventory will need to be expanded to track additional Scope 3 emissions from purchasing and other indirect sources. UW will also receive credits for its LEED-certified buildings, building energy use, and renewable energy production tracking. Although UW previously had a Climate Action Plan, which was drafted in 2009 to support UW's position as a signatory to the Climate Leadership Network and American College and University President's Climate Commitment, we have since withdrawn from the commitment. A new climate action plan would allow us to set goals for emissions reductions, which would earn credits within STARS. UW will also miss out on credits for failing to certify buildings built to LEED standards and for renewable-energy project installations that donate renewable energy credits to the utility.

In terms of food and dining, UW may receive points for inclusion of foods from a local garden, support for community gardening, vegan meal offerings, a food donation and waste diversion program, and promotion of reusable dining ware. Without written sustainability policies governing dining, UW will miss credits in this category.

Without sustainability purchasing policies and data collection on purchasing, UW's potential in this subcategory is unknown. We may be eligible for some points for green cleaning and janitorial purchasing, especially for LEED-certified buildings. We will likely miss most available points for sustainable landscape tracking and practices and biodiversity assessment and protection, although Campus Sustainability students have recently drafted a sustainable landscaping plan for campus that could provide such credits if implemented. Likewise, we will be ineligible for most points related to sustainable purchasing practices including office paper and electronics purchasing.

In terms of transportation, UW will need to conduct a detailed transportation survey to determine eligibility for credits in this subcategory. Many points in this category will depend on the proportion of students and employees who use alternative transportation. Additional points are available for implementing sustainable transportation goals. UW will likely receive most of its points in this category from its existing bike-friendly policies and support (e.g., certification by the League of American Bicyclists).

Points available for waste diversion are unclear without more extensive data collection. UW's recycling program is a first step, but we lack set waste diversion goals to earn additional points in this category. Waste diversion is further hampered by a lack of composting options. Additional points will become available if UW creates written policies to reduce all forms of waste including food, recyclables, electronics, and hazardous waste.

To be eligible for points within the water-use reduction subcategory, UW will need to track potable water, rainwater use, and stormwater diversion.

Documentation of sustainable operations will require intensive data collection well beyond current practices and across Operations, Residence Life and Dining, Auxiliary Services, Purchasing, and other units. Many of the Operations subcategories require written institutional policies to reduce resource use and waste. While individual units may already be working toward sustainable operations, UW has, in many cases, not institutionalized these efforts through written policies and measurable goals.

### ***Planning and Administration***

UW is eligible for points for having a campus-wide sustainability committee and a sustainability objective within the UW strategic plan. However, we will not achieve most credits in the Planning and Administration subcategory because UW does not currently have a sustainability strategic plan or measurable sustainability goals. UW adopted a Climate Action Plan in 2009 but has not adhered to the goals and practices outlined in that plan. A new sustainability plan, which also includes greenhouse gas emissions goals, is necessary for the credits in this subcategory.

UW appears to be eligible for credits related to participatory governance by both students and employees, and we are likely to receive points for concerted diversity and equity coordination and support for underrepresented groups. UW also has a comprehensive strategic plan for growing diversity, equity, and inclusion, including plans for a 2019 campus climate survey that may yield additional credits in this category.

STARS incentivizes sustainable investments and transparency. UW may be eligible for points related to investment transparency but is unlikely to receive any credits for sustainable investment policies. Further, UW Foundation has not expressed interest in sustainable investments; this subcategory may currently be a lower priority for credits.

UW appears to be high-achieving in the employee wellbeing and satisfaction subcategory thanks to wellness programs, workplace health and safety policies, employee satisfaction surveys, and existing data collection on employee compensation. Points will vary depending on the proportion of UW employees meeting living-wage standards.

### **Peer Institutions**

With over 900 registered institutions, STARS is the main reporting tool for college and university sustainability. Many peer and nearby institutions use STARS to transparently assess and drive their sustainability performance. As a semester-long project, the Campus Sustainability Committee asked students Aric Von Buettner, Samuel Richins, and Slade Sheaffer in the ENR 4600/5600 *Campus Sustainability* course to investigate how peer universities had achieved AASHE STARS certification (Appendix D).

The students first compiled a list of close and stretch peer institutions and their STARS status (if any). Students then added an additional six peer institutions to the list based on size, geography, and demographics. After determining basic information about each university, the students interviewed sustainability representatives at 13 of the 26 universities across all peer types (Table

3). The students also analyzed UW’s own climate action plan in relation to STARS metrics to better understand if and how UW’s climate action plan may earn STARS credits (Appendix D).

**Table 3.** University of Wyoming Peer Institution Sustainability Guidelines

<b>University of Wyoming Peer Institution Sustainability Guidelines</b>					
Institution	AASHE STARS Certification	Paid Sustainability Position(s)	Climate Action Plan	Carbon Neutral Target Year	
<b>W</b> University of Wyoming	N/A	No	Yes	2050	
Close Peers <sup>+</sup>	New Mexico State University*	Gold	Yes	Yes	Not Given
	Oklahoma State University*	Silver	Yes	No	-
	Utah State University*	Silver	Yes	Yes	2050
	South Dakota State University*	Bronze	Yes	No <sup>1</sup>	Not Given
	University of Montana*	Bronze	Yes	Yes	2020 <sup>x</sup>
	Montana State University	N/A	Yes	Yes	Not Given
	North Dakota State University	N/A	No	No	-
	University of Idaho	N/A	No	Yes	2030
	University of Maine	N/A	Yes	No	-
	University of Nevada-Reno	N/A	No	No <sup>2</sup>	Not Given
	University of Rhode Island	N/A	No	Yes	Beyond 2050
	Stretch Peers <sup>+</sup>	Colorado State University*	Platinum	Yes	Yes
University of Nebraska-Lincoln*		Silver	Yes	No	-
University of Utah*		Silver	Yes	Yes	2050
Texas Tech University		Bronze	Yes	No	-
Clemson University		N/A	No	Yes	2030
Kansas State University		N/A	No	No <sup>1</sup>	Beyond 2050
University of New Mexico		N/A	Yes	Yes	2050
Washington State University		N/A	No	Yes	Beyond 2050
Additional Peers <sup>-</sup>	West Virginia University	N/A	Yes	No	-
	University of Colorado-Boulder*	Gold	Yes	Yes	Beyond 2050
	Black Hills State University*	Silver	Yes	Yes	2050
	University of Denver*	Silver	Yes	No <sup>1</sup>	2050
	University of Kentucky*	Silver	Yes	No <sup>1</sup>	Not Given
	University of Nevada-Las Vegas	Silver	No	No	-
University of Alaska*	Reporting	Yes	No <sup>2</sup>	Not Given	

<sup>+</sup> Stretch and Close Peers obtained from "University of Wyoming Peer Institutions," as defined by the UW Board of Trustees in September of 2016.

<sup>-</sup> Additional Peers determined by the Student Researchers based on size, geography, demographics, AASHE STARS Certification, etc.

\* Denotes Universities that were interviewed by the Student Researchers.

<sup>1</sup> Sustainability Plan, GHG Reduction Commitment, or similar alternative, but no Climate Action Plan

<sup>2</sup> The University's Municipality has a Climate Action Plan, but the University does not.

<sup>x</sup> Target will not be achieved (according to University Representative).



Students identified the following major takeaways from their peer institution investigation and examination of the role of sustainability and climate action planning relative to STARS:

- Nearly half of both UW's close peer institutions and stretch peer institutions currently have a STARS rating. Of those close and stretch peers with a rating, all have paid sustainability staff and the majority have a climate action or sustainability plan.
- Most institutions highlighted the importance of full-time, paid staff members to complete STARS reporting and advance associated sustainability initiatives.
- Peer institutions consistently identified the need for administrative support and buy-in to the STARS process, both in terms of ease of data collection and reporting structure. STARS and sustainability staff who reported at the Provost level or higher realized more success with STARS than those who reported within a single division or unit, such as Facilities.
- Beyond assessment and transparent reporting, institutions valued STARS for its ability to celebrate successes, identify gaps, and direct ongoing sustainability action through informed planning and goals.
- Altogether, 19 of the 26 institutions students identified have some form of sustainability or climate plan (Table 3). While UW has recently removed itself from the American College and University Presidents' Climate Commitment and dissolved its corresponding Climate Action Plan, renewed and refocused institutional-level sustainability and climate planning would help UW achieve STARS credits in and of itself and strategically pursue additional sustainability initiatives and credits over time.

### **Proposed Plan for UW to Achieve STARS Bronze Certification**

We propose the following timeline and action items to meet UW's strategic planning goal for STARS bronze certification by 2022 and to enhance campus sustainability to support a high-performance university:

- 2017–18: Scoping (completion of this report)
- 2018–19: Begin data collection and register as a Reporter Institution
- 2019–20: Reporter institution
- 2020–21: Seek Bronze certification
- 2021–22: Bronze certification

#### ***Action items 2018–19: Reporter institution***

1. **Support STARS and sustainability coordination.** The Campus Sustainability Committee and students' review showed that STARS reporting is an intensive process that cuts across all divisions. Almost all of UW's peer institutions pursuing STARS have a paid sustainability position and/or an employee to coordinate STARS data collection, submission, and education. As volunteers, most of whom work on sustainability in an overload capacity, the Campus Sustainability Committee does not have the capacity to take on such an intensive role (but will serve well in an oversight/advisory capacity for campus sustainability activities and STARS certification; see action item 3). A new position and/or office will be critical for gathering data from divisions, creating and executing new cross-campus surveys, learning and implementing STARS protocols, communicating with the campus and broader community, and assessing our progress toward certification. STARS interns could provide

additional support, which would have the added benefit of meaningfully engaging students in sustainability efforts. Based on lessons learned from peer institutions, a sustainability and STARS coordinator/office would be most effective if reporting to the Provost or President's Office in order to spur engagement and accountability by reporting units and to signal institutional commitment to sustainability. To be most effective, the sustainability and STARS coordinator and support staff should also advance sustainability work more generally to not only report on sustainability activities but also to help UW identify and achieve sustainability goals. For the immediate STARS Reporting effort, the Office of the President has offered to support a graduate assistantship and/or undergraduate student internship and the Campus Sustainability Committee will provide a Rocky Mountain Power-supported student internship to coordinate data gathering under the CSC's supervision.

2. Engage and support reporting divisions. For some divisions, such as Landscaping and Grounds, Facilities, Residence Life and Dining Services, Auxiliary Services, the Research Office, data collection itself will require additional staff time, even with a STARS coordinator in place. Many of these same divisions have lost staff, may struggle with the additional work of STARS reporting, and may need resources to adequately report their data. For some divisions, this will mean adding STARS reporting to official job duties. Beyond STARS reporting, enhanced sustainability efforts needed to advance within STARS and move sustainability forward at UW, will require additional time and resources by UW employees and students. Clear institutional leadership and recognition for increased employee time and effort is essential for a successful STARS process. As students uncovered through their peer institution investigation and the Campus Sustainability Committee strongly recommends, the STARS process requires coordination and resources for reporting and the corresponding implementation of tangible sustainability efforts that will secure certification. Ultimately, a sustainability and STARS staff person and/or office is necessary to coordinate and support the anticipated increased workload across other units. That coordinator should assist other units, including by making the most of our AASHE membership and connecting UW employees with STARS representatives and existing STARS support resources.
3. Clarify the role of the Campus Sustainability Committee. Although the committee is not in a position to lead STARS data collection and reporting, it could serve as a valuable resource in an advisory capacity for a STARS/Sustainability coordinator and a liaison with the university community. The committee is currently advising the Facilities Council on sustainable building and facilities, but the built environment is only a narrow piece of the committee's work, which also oversees greenhouse gas emissions reporting, student engagement, sustainability fundraising, conservation and efficiency investment, and other educational and operational efforts. Further, placing the committee under the Facilities Council reduces the chance for credit within STARS, which rewards sustainability leadership at the university-level, rather than within individual divisions. The Campus Sustainability Committee will continue to report to the President to signal institutional commitment to sustainability and the STARS data gathering process.
4. Initiate sustainability strategic planning. As a member of the American College & University Presidents' Climate Commitment, UW created a climate action plan (Appendix D, Table

D2), committed to building to LEED-Silver standards, completed an annual greenhouse gas emissions inventory, and committed to a goal of climate neutrality by 2050; however, in 2018 we withdrew from the agreement to pursue STARS and a sustainability path that was a better fit for UW. A revised plan and commitment that guides institutional priorities and actions is now necessary. We propose that UW create a sustainability plan as early as possible to identify short- and long-term sustainability goals for the four STARS categories including academics, operations, administration and planning, and engagement—both to receive an initial bronze certification and create a pathway that will support improved STARS ratings over time. A thoughtfully crafted sustainability plan for UW will itself garner credit within STARS, but more importantly, will establish sustainability as an institutional priority with measurable outcomes. Open houses, web-based media and surveys, presentations, listening sessions, and facilitated focus groups on campus and in the community will maximize input and creative ideas for sustainability. A single, comprehensive sustainability plan could address everything from curriculum and research to campus operations, but sustainability should also be woven throughout existing and emerging plans such as the Campus Master Plan and the Transportation Plan.

5. Engage and communicate with communities. Communication and engagement by UW leadership will be critical to signal institutional commitment to sustainability. Once a process for creating a sustainability strategic plan is in place, regular communications will be important for informing and engaging employees and students. Strategic messaging should frame new sustainability efforts in tailored and compelling ways for the Board of Trustees, Legislature, and members of the immediate Laramie-community and the general public throughout the state. Institutional Communications and the Campus Sustainability Committee could assist with appropriate messaging and reaching intended audiences, including through an open meeting for campus stakeholders.
6. Begin data collection. UW already collects data for some STARS categories, which we can readily report. However, other categories will require campus-wide surveys or inventories that will take time and effort (e.g., inventories of all courses, learning outcomes, and programs; more detailed greenhouse gas and pollutants inventories; detailed built environment inventory; transportation survey; sustainability campus-climate assessment, etc.). The resulting data will quickly identify UW's strengths and weaknesses. A STARS/sustainability coordinator will need to work with multiple divisions over the course of the year to plan for appropriate data collection and analysis. Early data collection will be critical to identifying steps needed to achieve STARS Bronze certification.
7. Register as a reporting institution. Beginning as a reporting institution will allow us to more quantitatively gauge where we are likely to earn credits, where we could make simple changes to earn additional credits, and where harder gains in sustainability are worth institutional investment. Even if we register as a reporting institution and do not seek a STARS rating for the next two years, we should begin to implement sustainability actions that will support a STARS Bronze rating (actions taken within 3 years of a submission count toward the rating).

**Action items 2019–20: Reporter institution**

8. Launch new sustainability efforts. While continuing existing sustainability work, year 2 is the time to initiate new sustainability efforts identified in the sustainability strategic plan with advisory support from the Campus Sustainability Committee.
9. Ensure financial support for sustainability. Some sustainability goals will be inexpensive, while requiring employee and student time and effort, but others will require financial support in order to be realized. Sustainability work should be prioritized and funded through the new university budgeting process.
10. Broaden the network. UW sustainability efforts have so far focused mostly on campus. UW has the potential to be a leader and resource to the Laramie and Wyoming communities, and STARS recognizes partnerships that advance sustainability beyond the campus. Early on, UW should begin dialogue with potential off-campus partners as well as other colleges and universities to participate in inter-institutional sustainability networks.
11. Measure and report progress toward sustainability goals. Evaluate progress toward meeting UW's 2017–2022 strategic planning goal of achieving STARS Bronze certification and progress toward meeting goals defined in a new UW sustainability strategic plan.

**Action items 2020–21: Seek Bronze certification**

12. Register and submit data for certification. Seek STARS certification and determine whether Bronze is the appropriate level.
13. Check progress toward sustainability strategic goals. Assess opportunities within STARS and strategic sustainability plans and goals for improving sustainability and STARS rating level to Silver or greater in subsequent reporting.
14. Publicize successes.

**Action items 2021–22: Seek Bronze certification**

15. Register and submit data for certification. Build sustainability efforts and resubmit STARS report and if unable to achieve Bronze in 2021. Future reports to be submitted every 3 years.
16. Check progress toward sustainability strategic goals. Continue to assess opportunities within STARS and strategic sustainability plans and goals for improving sustainability and STARS rating level to Silver or greater in subsequent reporting.
17. Publicize successes.

## Conclusions

The CSC views STARS as a mechanism for assessing our current performance and also for identifying gaps and opportunities to improve sustainability across the university now and into the future. With the appropriate institutional commitment and resources to gather data, report on sustainability performance, and make key improvements, the CSC finds a STARS Bronze rating by 2022 to be feasible. The committee welcomes the opportunity to comprehensively and transparently report on sustainability and views STARS as an important vehicle to set sustainability goals and make measurable progress toward reaching those goals.

## Appendix A. STARS Flyer for Campus Stakeholders provided by AASHE



### The Sustainability Tracking, Assessment & Rating System™ (STARS®)

is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS is administered by the [Association for the Advancement of Sustainability in Higher Education](#) (AASHE) with support and ongoing engagement from a wide variety of higher education stakeholders. The framework was developed to engage and recognize the full spectrum of colleges and universities, from community colleges to research universities, and from institutions just starting sustainability initiatives to long-time campus sustainability leaders.

### Earn Public Recognition

Participating institutions are eligible to earn a [STARS Bronze, Silver, Gold or Platinum rating](#) or recognition as a STARS Reporter. Rated institutions are also featured in the highly regarded [Sustainable Campus Index](#), an annual publication that highlights top performers and best practices in 17 impact areas covering academics, community engagement, campus operations, and leadership.



### Additional Benefits

As a STARS participant, your institution can use the [online Reporting Tool](#) and [Data Displays](#) to:

- Measure your current sustainability performance, create a baseline for continuous improvement, and integrate sustainability into planning and development efforts.
- Engage students, staff, and faculty in the reporting process and build a culture of sustainability on campus.
- Communicate your institution's sustainability achievements to campus and community stakeholders and share data with other organizations (e.g., The Princeton Review and *Sierra* magazine).
- Compare and learn from peer institutions and identify new ideas and best practices to implement locally.

### How to Participate

Any college or university in the world can register for STARS to begin tracking, managing and sharing information about its sustainability efforts. Further information about program benefits and fees is available on the [Register](#) page of the STARS website.

For more information, visit [stars.aashe.org](http://stars.aashe.org) or email [stars@aashe.org](mailto:stars@aashe.org).

## Appendix B. STARS credit categories and data necessary to compete for points

- Academics
  - Inventories of all sustainability-focused courses (relative to total courses), undergraduate degree programs, graduate degree programs, and immersive experiences
  - Percentage of undergraduate and graduates graduating with a required sustainability learning outcome in the curriculum
  - Institutional-level sustainability literacy assessment
  - Incentives for faculty development of sustainability courses
  - Use of campus as a living laboratory for student and engagement
  - Inventory of sustainability research as measured by the percentage of faculty and staff
  - Inventory of sustainability research as measured by the percentage academic departments that conduct sustainability research by at least one faculty or staff member
  - Policies that encourage and support sustainability research in multiple disciplines
  - Institutional policy of open-access to future scholarly articles (with option for individuals to opt out)
- Engagement
  - Institution recruits, trains, and funds a peer-to-peer sustainability mentor program for students
  - Institution recruits, trains, and funds a peer-to-peer sustainability mentor program for employees
  - Sustainability in student orientation programming and activities
  - Sustainability in employee orientation programming and activities
  - Sustainability co-curricular opportunities for students
  - Sustainability outreach materials
  - Outreach campaigns directed at students and employees for measurable gains in sustainability
  - Assessment of campus sustainability culture
  - Employee professional development in sustainability
  - Formal campus-community partnerships
  - Inter-campus collaborations to build sustainability
  - Continuing education in sustainability for community members
  - Percentage of students involved in volunteerism and community service
  - Participating in public policy advocacy to advance sustainability
  - Monitoring and verification of trademark licensing to ensure apparel made under fair working conditions
- Operations
  - Greenhouse gases: inventory publicly available, reduced emissions relative to per user baseline, minimum performance threshold met
  - Policies to reduce air pollution from 1) stationary sources, and 2) mobile sources
  - Inventory of LEED buildings and/or sustainably operated buildings
  - Comprehensive green construction and renovation programs and that pursue third party certification of new campus buildings

- Energy consumption reduction relative to baseline
- Annual energy consumption less than minimum threshold
- Investment in on- and off-campus renewable energy sources
- Inventory of dining services food and beverage purchasing for sustainability attributes
- Sustainability initiatives within dining services
- Landscaping: Integrated pest management plan or organic land care standard
- Assessment of biodiversity and environmentally sensitive areas
- Purchasing: policies that support sustainable purchasing, sustainability criteria for evaluating products, life-cycle-cost-analysis to guide purchasing
- Institution purchases EPEAT-registered electronics
- Certified sustainable green cleaning and paper products
- Recycled or FSC-certified office paper
- Inventory of alternative-fuel fleet vehicles
- Analysis of student and employee commuting
- Sustainable transportation infrastructure and policies
- Waste: tracking, reduction, minimum performance standard, diversion
- Construction waste diversion
- Hazardous waste policies and recycling
- Water use reduction
- Practices and policies to minimize stormwater run-off
- Planning and Administration
  - Institution has at least one sustainability committee, office, or officer or a centralized mechanism for sustainability coordination
  - At least one published plan for sustainability with measurable objectives
  - Participatory governance including students
  - Framework for engaging external stakeholders
  - Diversity and equity officer or committee
  - Cross-cultural competence trainings
  - Assessment of campus diversity, equity, and inclusion
  - Published policies to support underrepresented groups
  - Policies to increase accessibility for low-income and non-traditional students and documentation of metrics
  - Committee on investor responsibility to guide socially and environmentally responsible investments
  - Sustainable investments
  - Investment holdings made public
  - Employees making a living wage
  - Assessment of employee satisfaction
  - Wellness or employee assistance program
  - Workplace injuries: reduction or minimum performance metric



**Appendix C. Campus Sustainability Committee Membership by STARS Category Working Group**

<b>Category</b>	<b>CSC Members</b>
Academics	Christi Boggs, Instructional Design
	Rachael Budowle, Haub School of ENR
	Tony Denzer, Civil & Architectural Engineering
	Patrick Johnson, Chemical Engineering
Engagement	Amy Bey, Residence Life and Dining Services
	Presleigh Hayashida, Student
	Melissa Nelson, Residence Life and Dining Services
	Kimberle Zafft, Residence Life and Dining Services
Operations	Jennifer Coast, Facilities Engineering
	Lee Kempert, Materials Services
	Karan Manhas, Facilities Engineering
	Frosty Selmer, Utilities Management
	Michael Ziemann, Utilities Management
Planning and Administration	Nicole Korfanta, Ruckelshaus Institute
	Casey Mittelstaedt, Auxiliary Services
	Tod Scott, Custodial Services
	Rachel Watson, Molecular Biology

## **Appendix D. ENR 4600/5600 Campus Sustainability STARS Peer Investigation Report**

In the University of Wyoming's 2017 Strategic Plan, titled "Breaking Through," under "Goal 4: A High-Performing University," UW created a 2022 target of achieving a rating of AASHE STARS Bronze. As a first step in accomplishing this goal, it was necessary to research how peer universities had achieved AASHE STARS certification of their own. This task was assigned to students in the Haub School course, ENR 4600 *Campus Sustainability*, which charges students to advance sustainability at UW. The students assigned the project were Aric Von Buettner, Samuel Richins, and Slade Sheaffer. Their project mentor was Dr. Nicole Korfanta, the Ruckelshaus Institute Director at the Haub School of Environment and Natural Resources.

To begin researching how UW could go about achieving STARS Bronze, the student researchers compiled a list of close and stretch peer institutions and their STARS status (if any). An additional six peer institutions were added to the list based on size, geography, and demographics (Table 1). After determining basic information about each university in the revised list, the student researchers set up interviews with sustainability representatives at thirteen of the twenty-six universities across all peer types (Table D1). The results and lessons of the interviews are summarized in the next section of this report. The student researchers also analyzed UW's own climate action plan in relation to STARS metrics to better understand how UW's climate action plan may or may not earn STARS credits. The results of this analysis can be found in the third section of this report.

**Table D1.** University of Wyoming Peer Institution Sustainability Guidelines

<b>University of Wyoming Peer Institution Sustainability Guidelines</b>					
Institution	AASHE STARS Certification	Paid Sustainability Position(s)	Climate Action Plan	Carbon Neutral Target Year	
<b>W</b> University of Wyoming	N/A	No	Yes	2050	
Close Peers <sup>+</sup>	New Mexico State University*	Gold	Yes	Yes	Not Given
	Oklahoma State University*	Silver	Yes	No	-
	Utah State University*	Silver	Yes	Yes	2050
	South Dakota State University*	Bronze	Yes	No <sup>1</sup>	Not Given
	University of Montana*	Bronze	Yes	Yes	2020 <sup>x</sup>
	Montana State University	N/A	Yes	Yes	Not Given
	North Dakota State University	N/A	No	No	-
	University of Idaho	N/A	No	Yes	2030
	University of Maine	N/A	Yes	No	-
	University of Nevada-Reno	N/A	No	No <sup>2</sup>	Not Given
	University of Rhode Island	N/A	No	Yes	Beyond 2050
Stretch Peers <sup>+</sup>	Colorado State University*	Platinum	Yes	Yes	2050
	University of Nebraska-Lincoln*	Silver	Yes	No	-
	University of Utah*	Silver	Yes	Yes	2050
	Texas Tech University	Bronze	Yes	No	-
	Clemson University	N/A	No	Yes	2030
	Kansas State University	N/A	No	No <sup>1</sup>	Beyond 2050
	University of New Mexico	N/A	Yes	Yes	2050
	Washington State University	N/A	No	Yes	Beyond 2050
Additional Peers <sup>-</sup>	West Virginia University	N/A	Yes	No	-
	University of Colorado-Boulder*	Gold	Yes	Yes	Beyond 2050
	Black Hills State University*	Silver	Yes	Yes	2050
	University of Denver*	Silver	Yes	No <sup>1</sup>	2050
	University of Kentucky*	Silver	Yes	No <sup>1</sup>	Not Given
	University of Nevada-Las Vegas	Silver	No	No	-
University of Alaska*	Reporting	Yes	No <sup>2</sup>	Not Given	

<sup>+</sup> Stretch and Close Peers obtained from "University of Wyoming Peer Institutions," as defined by the UW Board of Trustees in September of 2016.

<sup>-</sup> Additional Peers determined by the Student Researchers based on size, geography, demographics, AASHE STARS Certification, etc.

\* Denotes Universities that were interviewed by the Student Researchers.

<sup>1</sup> Sustainability Plan, GHG Reduction Commitment, or similar alternative, but no Climate Action Plan

<sup>2</sup> The University's Municipality has a Climate Action Plan, but the University does not.

<sup>x</sup> Target will not be achieved (according to University Representative).

## Themes from interviews

### *Sustainability Coordinator*

All of the universities that were interviewed, along with fourteen of the fifteen peers in the Trustee's list with a STARS certification, have a paid position or positions such as a sustainability coordinator (Table 1). Nearly all university respondents stressed the paid position as important in the STARS filing process. South Dakota State University is in the process of filing for STARS for the second time. The first time they filed, data collection was completed by a paid graduate intern with some assistance on energy credits from a volunteer staff member of facilities. This time they are confident that they will get a higher rating because the STARS inventory will be completed by a coordinator who will have more time, resources, and authority to find data and pursue points on credits they couldn't attempt previously. Many other university respondents, including the University of Kentucky, Denver University, and New Mexico State University, also stressed the importance of having a coordinator. They reported that it increases university employees' willingness and timeliness in sharing data for the reporting process. The sustainability coordinator at Oklahoma State University shared that the reporting process will take her nine months to complete while she also performs the other tasks she has been charged with. She noted that a committee of university volunteers would have higher priorities than filing STARS and would take longer to finish the filing process.

### *Continued Administrative Support*

The other major theme universities shared in interviews was the need for support from university administration. Some expressed this by saying how grateful they were to have had support from administration; others had stories of having to fight their administrations to finish the filing process. At one university, the administration was unwilling to give any sort of assistance in the filing process, and it was difficult to get the president's signature on the required administrative letter. The universities that have had support from their administrations expressed that it made the data collection process easier.

Support from administration also includes the reporting structure for whoever is filing STARS, whether that be a committee, coordinator, or office. Universities where the sustainability coordinator reported directly to the Provost were the most capable of gathering all of the information they needed for filing in a timely and accurate manner. Sustainability doesn't live in a single department of a university—it requires analysis of the university as a whole, including every department. This is more efficiently done from the Provost's office than deep in facilities or dining services. Also, when requesting data from departments at universities like the University of Utah, where the sustainability office is in the office of the Provost, data collection was made easier and the data was received in a more timely manner. The University of Utah representative attributed this to being able to request data from departments with authority and the confidence that they were backed by the Provost. Universities where the coordinator or committee resided in the facilities office voiced how difficult it was to get departments to send them data and required the coordinator to educate departments on sustainability and the importance of sustainability before they could get the data. This made the process longer and harder, taking them away from the other important work that they are charged with.

### *Sustainable Action Precipitated by STARS*

The major benefit of reporting tools such as STARS is a clear understanding of where the university is succeeding and where it can improve. This gives administrators and departments a baseline for setting and achieving goals and common language to use when talking about areas in which to improve. Evidence of this came from Colorado State University, where departments around campus use the STARS data they are collecting and sharing as the basis for a friendly competition. Universities also pointed to the easy access to information from other universities provided by AASHE as helpful in identifying solutions to the gaps identified by the STARS report. In addition to providing language and benchmarks, STARS helps to activate sustainability on campuses by giving administrators, faculty, staff, and students a better idea of what is encompassed in sustainability and defines sustainability as pieces that can be achieved with objective-based goals.

### Climate Action Plan

#### *Peer Universities' Climate Action Plans*

Climate and sustainability metrics are important in providing goals and action steps that, if achieved, can be cited when filing for STARS. Most of the credits in the operations section of the STARS scorecard have requirements that can be met with objectives in a climate action plan, and many more credits throughout the STARS scorecard can use goals in a broader sustainability plan to meet requirements. Half of the universities we have identified as peers have a formal climate action plan through the American College & University Presidents' Climate Commitment (ACUPCC, which has now been rebranded as Second Nature). An additional four universities have either a broader sustainability plan or several smaller plans that cover greenhouse gas emissions and other goals covered in a formal climate action plan. Two more of the peer institutions are located in a municipality that has some form of climate commitment or sustainability plan. Altogether, nineteen of the twenty-six peer institutions we identified have some form of sustainability plan they can cite for credits in STARS (Table 1).

Of all of UW's identified peer institutions, only those with some form of climate action plan, sustainability plan, or GHG emissions reduction plan set target years for achieving carbon neutrality. Only nine of UW's peer institutions have set a definitive year to be carbon neutral as a target (as UW has). Six of these nine listed a carbon neutrality goal of 2050, which matches the goal of UW. Four institutions closely match UW in sustainability guidelines, as outlined in Table 1; they have no AASHE STARS Certification, no paid sustainability positions, and they do have a Climate Action Plan (University of Idaho, the University of Rhode Island, Clemson University, and Washington State University). Of these four, two have carbon neutrality goals beyond 2050, while the other two (Idaho and Clemson) have much bolder goals of achieving carbon neutrality by 2030. Another interesting case is the University of Montana, which set a goal of carbon neutrality by 2020 in its 2010 Climate Action Plan. Although the representative from the University of Montana stated in the interview that UM would not achieve this goal, they have achieved an AASHE STARS Bronze certification.

**Table D2.** UW’s Climate Action Plan in Relation to STARS

<b>Operations Credit applicable to CAP (total available)</b>	<b>Requirements (minimum and maximum for credit)</b>	<b>UW CAP guidelines</b>	<b>CAP Activities</b>	<b>What could be improved</b>
<b>Greenhouse Gas Emissions (10)</b>	Institution has conducted a greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions	The CAP is divided into 3 phases: -reducing GHG emissions 15% below 2005 levels by 2015 -reducing GHG emissions 25% below 2005 levels by 2020 -achieving carbon neutrality by 2050	GHG inventory conducted annually since 2008	Enforcing the target levels, or adjusting the target levels so they're more readily achievable
<b>Outdoor Air Quality (1)</b>	Institution has 1) adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus and/or 2) completed an inventory of significant air emissions from stationary sources on campus	-Sets cumulative emissions reductions targets -Requires annual inventory of air emissions including stationary sources on campus	Stationary source emissions inventoried annually since 2008	Enforcing the target levels
<b>Building Operations and Maintenance (5)</b>	Institution owns and operates buildings that are 1) certified under a green building rating	Introduce LEED Existing Buildings Operations and Maintenance or a plan	The Buchanan Center is the only building that falls under this category	Seek LEED Existing Buildings certification for future renovations on campus

	system for existing buildings (e.g. LEED O+M) or 2) operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies	with similar strategies to address ongoing building operations		
<b>Building Design and Construction (3)</b>	Institution owns buildings that were constructed or underwent major renovations in the previous five years and are 1) certified under a green building rating system for new construction and major renovations (e.g. LEED BD+C) or 2) designed and built in accordance with formally adopted green building guidelines and policies	The university has instituted the U.S. Green Building Council's LEED certification system as a new construction policy—All new buildings on campus must meet or exceed the LEED Silver standard	The Visual Arts building, the Berry Biodiversity Center, the Kendall House, the College of Business, Half Acre, the Rochelle Gateway Center, and the Energy Innovation Center all meet or exceed the LEED Silver standard (the STEM building and the Wildcatter Suites do not)	Ensure all new buildings on campus get LEED Silver certification instead of just building to LEED-silver standards
<b>Building Energy Consumption (6)</b>	Institution has data on grid-purchased electricity, electricity from on-site renewables, district steam/hot water, energy from all other sources	UW commissions an annual emissions inventory, which collects data on the makeup and size of utility consumption (supply side)	UW calculates these values annually within the GHG emissions inventory	UW is doing well in this credit

	(excluding transportation fuels), and gross square feet/meters of floor area	-total building-related energy by fuel source (demand side), including data on renewable energy -amount of steam used per year, as well as for natural gas for buildings not using steam -can request data on the square floor area of campus buildings		
<b>Clean and Renewable Energy (4)</b>	Institution A) generates electricity from clean and renewable energy sources on campus, B) uses renewable sources for non-electric, on-site energy generation, C) catalyzes the development of off-site clean and renewable energy sources, or D) purchases the environmental attributes of electricity in the form of RECs, GOs, or renewable electricity from a certified green power purchasing option	-Continue to promote research in the area of alternative energy through grants and involvement of faculty -Use wind data in order to investigate and pursue opportunities to develop this resource through both institutional and/or outside sources	In 2017, UW produce 86,100 kWh of solar electricity and purchased 15,000 kWh of Renewable Energy Credits	Further develop generation of renewable energy sources both on and off campus, purchase more renewable energy credits, and catalyze the development of renewable energy in general
<b>Food and Beverage Purchasing (6)</b>	Institution and/or its primary dining services	Food service – ensure purchases are 50 percent	Unknown	Meet purchasing goals



	contractor conducts an inventory to identify food and beverage purchases that have sustainability attributes	sustainable by cost, including USDA certified organic or Fair Trade products		
<b>Sustainable Dining (2)</b>	Institution's dining services have programs and initiatives to support sustainable food systems and minimize food waste	-Reduce waste from materials and food on campus 50% by 2015 and 70% by 2020 -Achieve compost of 25% and 50% by 2015 and 2020 -partner with Laramie to develop a composting site	ACRES practices composting, and the city of Laramie has its own composting program	Meet reduction and composting goals
<b>Landscape Management (2)</b>	Institution's grounds include areas that are managed under 1) an Integrated Pest Management (IPM) program and/or 2) a sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	Create a management plan that integrates pest management, erosion control, and landscape management (including the golf course)	Not completed	Develop a management plan as explained in the CAP
<b>Sustainable Procurement (3)</b>	Institution 1) has written policies, guidelines or directives that seek to	-Implementation of a universal purchasing policy	A contract is in place to purchase 100% recycled content paper products	Ensure that all departments use 30% recycled content paper,

	<p>support sustainable purchasing across commodity categories institution-wide, 2) employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water using products, systems and building components, or 3) has published sustainability criteria to be applied when evaluating products and services</p>	<p>-Purchases of sustainable products will be monitored and controlled by procurement services          -Durable goods reuse will be tracked through property depot records          Phase 1:          -reduce paper use by 20%          -ensure purchases contain 10% post-consumer materials or 50% rapidly renewable resources          -ensure furniture purchases contain 10% post-consumer materials          Phase 2:          -reduce paper by an additional 30%          -ensure purchases are 20% post-consumer materials and 50% harvested within 500 miles          -ensure furniture purchases are 20% post-consumer materials</p>	<p>for restrooms in campus facilities, and most departments contract for 30% recycled content paper for office use</p>	<p>reduce paper use in general as established in the guidelines, and ensure that all furniture purchases contain the required amount of post-consumer materials</p>
<p><b>Cleaning and Janitorial Purchasing (1)</b></p>	<p>Institution's main housekeeping department and/or</p>	<p>Establish a green cleaning policy for all buildings</p>	<p>Not completed except in some LEED certified buildings</p>	<p>Establish a green cleaning policy for all buildings</p>

	contractor purchases cleaning and janitorial paper products that are certified to meet multi-criteria sustainability standards			
<b>Office Paper Purchasing (1)</b>	Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content	Phase 1: -purchases are 10% post-consumer materials or 50% rapidly renewable resources Phase 2: -purchases are 20% post-consumer materials and 50% harvested within 500 miles	A contract is in place to purchase 100% recycled content paper products for restrooms, and most departments have 30% recycled content paper for office use	Ensure that all departments use 30% recycled content paper
<b>Campus Fleet (1)</b>	Institution supports alternative fuel and power technology by including in its motorized fleet vehicles that are hybrid, electric and/or alternatively fueled	Reduce the carbon footprint from transportation through: -expanding the mass transit system -increasing bicycle and pedestrian traffic -replacing fleet vehicles with fuel efficient vehicles -increasing alternative fuel (i.e. compressed natural gas) and hybrid vehicles -implementing alternate modes of transportation	-The number of electric fleet vehicles has been expanded from 3 to 8 -a number of fleet vehicles can run on flex fuel -6 efficient diesel buses were added to the fleet in mid-2011	Track of bicycle and pedestrian traffic to determine whether efforts to facilitate bike traffic have proved successful

		with fewer carbon emissions		
<b>Student Commute Modal Split (2)</b>	Institution conducts a survey to gather data about student commuting behavior	Conduct an annual transportation survey to evaluate -mass transit ridership -alternate modes of travel -perceptions of campus transportation	There have been surveys (including one from 2012), but they don't seem to have been taken annually	Conduct annual surveys
<b>Employee Commute Modal Split (2)</b>	Institution conducts a survey to gather data about employee commuting behavior	Conduct an annual transportation survey to evaluate -mass transit ridership -alternate modes of travel -perceptions of campus transportation	There have been surveys (including one from 2012), but they don't seem to have been taken annually	Conduct annual surveys
<b>Support for Sustainable Transportation (2)</b>	Institution has implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting	Phase 1: -continue shuttle system and parking improvements -improve biking and walking routes -compile information for all campus vehicles including fuel type, gas mileage, and Greenscore rating -prioritize vehicles for replacement, and create lists of preferred vehicle types for purchase	-A bicycle and pedestrian program has been developed including designated bike and pedestrian paths and expanded bike rack locations -The number of electric fleet vehicles has been expanded from 3 to 8 -a number of fleet vehicles can run on flex fuel	Compile information for all campus vehicles including fuel type, gas mileage, and Greenscore rating, and track bicycle and pedestrian traffic to determine whether efforts to facilitate Bike traffic have proved successful

		<ul style="list-style-type: none"> <li>-replace campus vehicles with electric and hybrid vehicles where feasible</li> <li>-evaluate feasibility of purchasing hybrid/electric buses and shuttle vehicles</li> <li>-adopt policies to purchase most efficient campus vehicles they can Phase 2:</li> <li>-explore converting existing vehicles and equipment to use compressed natural gas as a primary fuel source</li> <li>-purchase and use alternative vehicles and other modes of transportation as applicable</li> </ul>	-6 efficient diesel buses were added to the fleet in mid-2011	
<b>Waste Minimization and Diversion (8)</b>	Institution has data on the weight of materials recycled, composted, donated/re-sold, and disposed in a landfill or incinerator; and numbers of campus users	<ul style="list-style-type: none"> <li>-Increase purchases of sustainable materials 50% by 2015 and 75% by 2020 as measured by cost</li> <li>-Reduce waste from materials and food on campus 50% by 2015 and 70% by 2020 as measured by volume or weight</li> </ul>	Not tracked	Track all data as established in the CAP guidelines

		-Waste reduction will be measured by tracking the number of landfill loads made on an annual basis -ensure compost is 50% by weight or volume		
<b>Construction and Demolition Waste Diversion (1)</b>	Institution has diverted non-hazardous construction and demolition waste from the landfill and/or incinerator	divert 70% of waste from landfills	Not tracked	Track all data as established in the CAP guidelines
<b>Water Use (4-6)</b>	Institution has data on potable water use, total water use (potable and non-potable), numbers of campus users, gross square feet/meters of floor area, and area of vegetated grounds	3 reduction goals in domestic water use compared to 2006: (1) 15% by 2015 (2) 25% by 2020 (3) 40% by 2030 3 reduction goals in irrigation water use compared to 2006: (1) 5% by 2015 (2) 20% by 2020 (3) 30% by 2030	Data are available	Meet reduction goals
<b>Rainwater Management (2)</b>	Institution uses green infrastructure and low impact development (LID) practices to help mitigate storm water run-off impacts and treat rainwater as a	-Collect and reuse rainwater when possible -Expand initiatives with rainwater, gray water, and other advanced technology-enabled initiatives	Occurring in some LEED buildings	Expand initiatives to all possible buildings

	resource rather than as a waste product			
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The Climate Action Plan (CAP) for the University of Wyoming, written in 2009, helps meet requirements for many credits in the operations section of the STARS scorecard (Table D2); however, many of the goals and action steps in the CAP that help meet requirements for STARS are outdated and may not be realistic or currently implemented. In the STARS scorecard, the ‘PA2: Sustainable Planning’ credit within planning and administration requires that the university set sustainability goals in three separate plans, a strategic plan, a climate action plan, and a sustainability plan, that when taken together “include measurable sustainability objectives that address” all sixteen topics listed in the STARS technical manual. The University of Wyoming would not receive any points in this credit currently, because UW has a CAP and sustainability goals in the strategic plan but has not created a separate sustainability plan. Creating sustainability plans can achieve STARS credits while also helping the university to set and achieve goals. Other STARS credits such as those for sustainability investment are less achievable currently, making all other credits more important for bronze certification.

The student researchers have developed two recommendations that can be taken together or separately. One, they recommend rewriting UW’s Climate Action Plan to update information and more accurately reflect the goals of UW. The second recommendation is to create a broader sustainability plan that could include the goals in the CAP, in addition to broader sustainability goals and STARS credits. Both recommendations would enhance sustainability planning at UW by giving administrators and departments realistic goals and current information to reference when making decisions. The second recommendation, taken with or without the first, would help UW achieve points in the sustainable planning credit of the STARS scorecard, whereas the first alone would not. The student researchers feel that if either or both of these recommendations are followed, the university would not need be a member of the ACUPCC, assuming UW continues its GHG inventory and other programs put in place by the original Climate Action Plan. However, the student researchers are not recommending UW leave the ACUPCC.