What is AASHE STARS?

Sustainability Tracking, Assessment, & Rating System (STARS)

Academics
- Curriculum
- Research

Engagement
- Campus Engagement
- Public Engagement

Planning & Administration
- Coordination, Planning, & Governance
- Diversity & Affordability
- Health, Wellbeing, & Work
- Investment

Operations
- Air & Climate
- Buildings
- Dining Services
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
Why Participate in STARS?

To Gain Recognition

To Conduct Gap Analyses

To Plan for the Future
STARS Project Timeline

- **January:** Kick-Off & Planning
  - Initial Kick-off Meetings, project planning & Data Requests

- **March:** “Responsible Party” Interviews
  - On-campus interviews with key stakeholders

- **Sept.:** Data Qualification
  - Review of data collected & methodology for processing

- **October:** Preliminary Presentation
  - Delivery of first draft of analysis results

- **Nov.:** Pre-Submission to AASHE
  - STARS report submitted to AASHE for pre-submission review, modifications implemented

- **Dec.:** Final STARS Submission
  - The finalized report submitted to AASHE for review, certification & scoring

- **February:** Publish to AASHE
  - The finalized report published on AASHE website.
Clemson STARS Score

53.85%

WAY TO GO!
Overall Final Score per Section

[Bar chart showing STARS Performance with categories: Academics, Engagement, Operations, Planning & Admin. The chart displays points earned and points remaining for each section.]
Understanding the 4 STARS Categories

### STARS Assessment

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>% of Total Points</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
<td>58</td>
<td>67%</td>
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<tr>
<td>Engagement</td>
<td>41</td>
<td>48%</td>
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<tr>
<td>Operations</td>
<td>72</td>
<td>43%</td>
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<tr>
<td>Planning &amp; Administration</td>
<td>32</td>
<td>36%</td>
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</table>

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Operations

57% Points Earned
43% Points Remaining
Not Pursuing

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Operations: Clemson vs. Average

Operations Credits

Points

Greenhouse Gas Emissions
Outdoor Air Quality
Building Operations and Maintenance
Building Design and Construction
Building Energy Consumption
Clean and Renewable Energy
Food and Beverage Purchasing
Sustainable Dining
Landscape Management
Biodiversity
Sustainable Procurement
Electronics Purchasing
Cleaning and Janitorial Purchasing
Office Paper Purchasing
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation
Waste Minimization and Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management
Water Use
Rainwater Management

Clemson
STARS Avg.

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Operations Summary

Greenhouse Gas Emissions
Outdoor Air Quality
Building Operations and Maintenance
Building Design and Construction
Building Energy Consumption
Clean and Renewable Energy
Food and Beverage Purchasing
Sustainable Dining
Landscape Management
Biodiversity
Sustainable Procurement
Electronics Purchasing
Cleaning and Janitorial Purchasing
Office Paper Purchasing
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation
Waste Minimization and Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management
Water Use
Rainwater Management

Points

STARS Operations Performance

Points Earned

Points Remaining
Clemson Operations Performance By Category

STARS Operations Performance

- Points Earned
- Points Remaining

Air & Climate
Buildings
Energy
Food & Dining
Grounds
Purchasing
Transportation
Waste
Water
Air & Climate

- Greenhouse Gas Emissions: 57% earned, 43% remaining
- Outdoor Air Quality: Points Earned, Points Remaining

[Bar chart showing points distribution between Greenhouse Gas Emissions and Outdoor Air Quality]
Air & Climate: Overview

- Inventory and reduce greenhouse gas emissions
- Lower emissions per GSF compared to the minimum STARS performance threshold
- Maintain written policies and guidelines that reduce mobile sources of air emissions
- Complete an inventory of significant air emissions from stationary sources, to include NOX and SOX.
Air & Climate: Achievements

35%

Reduction of MTCDE/user from Baseline Year

GHG Emissions Profile

% Change

0%
10%
20%
30%
40%
50%

Space
Weighted FTE
Scope 1 & 2 Emissions Per Weighted FTE

-35%

Performance Against STARS Threshold

MTCDE / 1,000 GSF

GHG Emissions

CLEMSON
✓ Continue strategies to reduce emissions, particularly around Scope 2 (purchased electricity)
✓ Establish independent formal policies to improve air quality and minimize air pollutants from mobile sources – i.e., anti-idling policy and powered lawn equipment.
Buildings

- 58% Building Operations and Maintenance
- 42% Building Design and Construction

Buildings: Overview

• Operate & maintain buildings to environmental standards, e.g. LEED
• Operate & maintain buildings with sustainable operations to include IAQ, Green Cleaning Policies, Energy Management, Water Management or benchmarking.
• Recognizes the incorporation of environmental features into design and construction projects, and the pursuit of third party certification in new space.
• This includes LEED, the Living Building Challenge and green building codes.
Buildings: Achievements

- 100% of GSF
  - Maintained in accordance with IAQ
  - Maintained in accordance with Green Cleaning
  - Maintained in accordance with energy management or benchmarking

- 100% Newly constructed or renovated buildings adhered to a certified rating system
  - Kingsmore Stadium Addition
  - Watt Innovation Center - Construction
  - Football Operation Facility – Construction
  - Core Campus Development
Buildings: Opportunities for Growth

✓ Establish LEED Building O&M practices.
✓ Water Management or benchmarking program – i.e. dashboards, analytical tools to assess performance, set goals, create and implement action plans and evaluate progress.
✓ Future construction and renovation projects will garner more points if built to a higher LEED standards (i.e. Gold instead of Silver).
Energy

- Building Energy Consumption: 21% points earned, 79% points remaining
- Clean and Renewable Energy: 6 points earned, 4 points remaining
Energy: Overview

- Reduce energy consumption per/GSF compared to baseline
- Energy consumption is less than the minimum STARS performance threshold
- Support energy from clean and renewable sources by:
  - Generating non-electric energy on campus
  - Catalyzing the development of off-site renewables
  - Purchasing third-party verified RECs or green power
Energy: Achievements

On-site Renewables

✓ 777 MMBTU of clean and renewable energy generated on-site in FY17. This renewable generation represents <1% of total energy consumption at Clemson.
✓ Continue to strive for minimization of energy consumption on campus:
  - reduce the amount of energy purchased from the grid
  - increase on-site electric generation
  - reduce energy consumption from other sources (this increased by 33% from the baseline to performance)
✓ Consider clean and renewable energy additions to the Clemson profile
Food & Dining

*30%*

*70%*

![Pie chart showing percentages]

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food and Beverage Purchasing</strong></td>
<td><strong>Sustainable Dining</strong></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
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</table>
Food & Dining: Overview

- Support sustainable food systems and minimize impacts to dining service operations:
  - Engage in a variety of on-campus activities to include a published sustainable dining policy, hosting a Farmers Market, etc.
  - Minimize Food & Dining waste
  - Conduct an inventory to identify food and beverage purchases which:
    - Third party verified, as recognized by a “Food & Beveridge sustainability standard”
    - Local & Community based. In the absence of third party certification, meets a set of standards.
    - Minimize the purchase of conventional animal products. The total must be less than 30% of all dining purchases.
Food & Dining: Achievements

Food & Beverage Purchasing

- 3rd Party Verified
- Sustainable but unverified
- Not Sustainable

✓ $4.1M in total dining purchases
✓ $2.1M spent on conventional animal products (49% of total dining purchases)
✓ .49/6 points earned

Programs Checklist

<table>
<thead>
<tr>
<th>Programs Checklist</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Sourcing</td>
<td>Yes</td>
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<tr>
<td>Community Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Vegan Dining</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability Themed Meals</td>
<td>Yes</td>
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<tr>
<td>Labeling &amp; Signage</td>
<td>Yes</td>
</tr>
<tr>
<td>Outreach &amp; Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Food Recovery</td>
<td>Yes</td>
</tr>
<tr>
<td>Tray-less Dining</td>
<td>Yes</td>
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<tr>
<td>Food Donation</td>
<td>Yes</td>
</tr>
<tr>
<td>Food Waste Diversion</td>
<td>Yes</td>
</tr>
<tr>
<td>Composting</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Earned 1.88/2 STARS points

94%
✓ Increase food and beverage spending on 3rd party verified and/or local and community based products
  ✓ Work with your sourcing manager
  ✓ Set % goals for incremental change
  ✓ Engage students as “Data Managers” to track progress
Grounds

- 75% of the pie chart is shaded, indicating the proportion of the total points dedicated to Grounds.
- 25% of the pie chart is unshaded, indicating the remaining proportion of the total points.

The bar chart shows the distribution of points earned and remaining for Biodiversity and Landscape Management.
Grounds: Overview

• Grounds Management is in accordance with either an Integrated Pest Management program or an organic land care standard that has eliminated the use of inorganic fertilizers and chemicals pesticides, fungicides and herbicide in favor of ecologically preferable materials.

• Clemson conducts an assessment to identify endangered and vulnerable species and/or identify environmentally sensitive areas on institution-owned or managed land.
Grounds: Achievements

Landscape Management

- 100% Landscape Management under IPM
- Covers 558 acres of managed grounds
- Earns 1/2 STARS points

- Designated & Certified in the SFI Forestry Partners: South Carolina
Grounds: Opportunities for Growth

✓ Implement a phased organic landscape management program:
  ✓ Health: OLC should enhance the health of soil, water, air, plant, animal, human and planet
  ✓ Ecology: OLC should be based on ecological systems and cycles, work with and sustain them
  ✓ Care: OLC should be managed in a manner that protects the health of current and future generations
  ✓ Fairness: OLC should build on relationships that ensure fairness with regard to the common environment
Purchasing

- 64% Sustainable Procurement
- 36% Electronics Purchasing

Points Earned and Points Remaining for:
- Sustainable Procurement
- Electronics Purchasing
- Cleaning and Janitorial Purchasing
- Office Paper Purchasing
Purchasing: Overview

- Written policies, guidelines or directives to support sustainable purchasing across commodity categories
- Employment of Life Cycle Cost Analysis for energy and water-using products, systems & building components
- Purchase EPEAT registered products
- Main cleaning or housekeeping department/contractor purchase cleaning and janitorial paper products that meet sustainable certifications
- Purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content
Purchasing: Achievements

Electronics Purchasing

- 39% Gold EPEAT
- 61% Non-registered

$4.3M expenditure on electronics
Earn .39/1 STARS credit

$456K was spent on cleaning products, and 37% are GreenSeal, UL Ecologo and US EPA Safer Choice
$152K was spent on janitorial paper products, and 96% are GreenSeal and US EPA Safer Choice

52% Certified cleaning & janitorial products
✓ Create a formalized sustainable purchasing policy that includes specific criteria for commodities (i.e. disadvantaged and/or community-based businesses)
✓ Increase spending, as a %, on EPEAT registered electronics
✓ Increase spending, as a %, on certified cleaning products
✓ Currently, 95% of office paper purchases are non-qualified. Clemson should consider an incremental transition to more post-consumer recycled content
Transportation

- Campus Fleet: 31% Points Earned, 69% Points Remaining
- Student Commute Modal Split: 2 Points Earned, 0 Points Remaining
- Employee Commute Modal Split: 5 Points Earned, 0 Points Remaining
- Support for Sustainable Transportation: 4 Points Earned, 0 Points Remaining

Points: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Transportation: Overview

• Clemson supports strategies to encourage more sustainable modes of transportation and reduce impact of commuting
• Utilize alternative fuel and power technology in motorized fleet
• Students and employees commuting to and from campus use more sustainable commuting options such as walking, bicycling, carpooling, campus shuttle, etc.
## Transportation: Achievements

<table>
<thead>
<tr>
<th>Strategies Checklist</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure bike storage, lockers, and showers accessible to all bike commuters</td>
<td>Yes</td>
</tr>
<tr>
<td>Short-term bicycle parking for all occupied buildings</td>
<td>No</td>
</tr>
<tr>
<td>Bike/pedestrian safety plan or policy (ex. &quot;complete streets&quot; or bicycle accommodation policy)</td>
<td>Yes</td>
</tr>
<tr>
<td>Bike-share program</td>
<td>Yes</td>
</tr>
<tr>
<td>Level 2 or Level 3 electric vehicle recharge station</td>
<td>No</td>
</tr>
<tr>
<td>Free or reduced-price transit passes, and/or campus shuttle service</td>
<td>Yes</td>
</tr>
<tr>
<td>Guaranteed return-trip program</td>
<td>No</td>
</tr>
<tr>
<td>Car/vanpool or ride-sharing program, and/or reduced parking fees or preferential parking for car/vanpoolers</td>
<td>Yes</td>
</tr>
<tr>
<td>Telecommuting policy</td>
<td>Yes</td>
</tr>
<tr>
<td>Car-sharing program (ex. Zipcar, or something similar administered locally)</td>
<td>Yes</td>
</tr>
<tr>
<td>Other: Preferential parking spaces for employees with Low Emissions Vehicle permits; Clemson ReCyclery</td>
<td>Yes</td>
</tr>
</tbody>
</table>

15% students commute primarily using sustainable transport

12% employees commute primarily using sustainable transport

**CLEMSON performance:** 8/11 programs offered
Transportation: Opportunities for Growth

✓ Purchase alternative fuel vehicles when replacing campus fleet vehicles to increase total percentage on campus
✓ Increase awareness of commuting programs on campus so both students and employees know options available that support sustainable modes of transportation
✓ Conduct a new Commuting Survey for the next iteration of STARS and/or the GHG inventory
Waste

- 45% Points Earned
- 55% Points Remaining

- Waste Minimization and Diversion: 7 points earned, 3 points remaining
- Construction and Demolition Waste Diversion: 2 points earned, 8 points remaining
- Hazardous Waste Management: 1 point earned, 9 points remaining
Waste: Overview

- Implement a source reduction strategy to reduce total waste generated on campus
- Divert non-hazardous construction and demolition waste from the landfill
- Strategies to properly dispose of hazardous waste and seeks to minimize presence of hazardous waste and materials on campus
- Program in place to recycle, reuse, and/or refurbish electronic waste generated by institution and students
Waste: Achievements

34% Reduction of tons/user from Baseline Year

Waste Profile

- Weighted FTE: 40%
- Waste Generated: -8%
- Waste Landfilled: -26%
- C&D Waste Diversion: -72%

Performance Against STARS Threshold

CLEMSON
Waste: Opportunities for Growth

✓ Implement campus-wide electronic waste program for students and employees. This will increase total waste recycled and lower the overall waste generated
✓ Continue to make strides toward a goal of 100% waste diversion
Water

52% Water

48% Water Use

Points

Points Earned

Points Remaining

Water Use

Rainwater Management

0 1 2 3 4 5 6 7 8 9 10

Points

sightlines

Clemson University
Water: Overview

- Reduction of potable water per campus user compared to baseline
- Reduction of potable water per GSF compared to baseline
- Reduction of total water use per acre compared to baseline
- Use green infrastructure and low impact development to help mitigate stormwater run-off impacts and treat rainwater as a resource

Water Hierarchy

- **AVOID**: Don’t do activities that consume water
- **REDUCE ACTIVITY**: Consume less by increasing efficiency
- **REDUCE INTENSITY**: Switch to lower-quality sources
- **REUSE/TREAT**: Recycle or pre-treat water where possible

- Choose local vegetation that does not require irrigation
- Choose low-flow fixtures
- Use greywater/collected rainwater for non-potable functions.
- Collect and reuse water and/or treat runoff to remove pollutants
Water: Achievements

Water Profile

Policy 17 & Rainwater Management Features

- 71% Earned 2.85/4 STARS points
- 11% Space
- 40% Weighted FTE
- -39% Potable Water Use (gal/user)
- -23% Potable Water Use (gal/gsf)
- -11% Potable Water Use (gal/acre)
Water: Opportunities for Growth

✓ Continue the expansion of the strong Rainwater Management policy – “Policy 17”
✓ Set goals to implement comprehensive rainwater management policies that:
  ✓ incorporate green infrastructure
  ✓ cover the entire campus
  ✓ mandate use of Low Impact Development (LID) practices for all major construction/renovation projects
✓ Track progress to goals
Academics
Academics Summary

STARS Academics Performance

- Academic Courses
- Learning Outcomes
- Undergraduate Program
- Graduate Program
- Immersive Experience
- Sustainability Literacy
- Incentives for Developing Courses
- Campus as Living Laboratory
- Research and Scholarship
- Support for Research
- Open Access to Research

Points Earned

Points Remaining

Points
0
2
4
6
8
10
12
14
16
Academics: Clemson vs. Average

Academics Credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Clemson</th>
<th>STARS Avg.</th>
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<tbody>
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<td>Academic Courses</td>
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<td>Learning Outcomes</td>
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<td>Undergraduate Program</td>
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<td>Incentives for Developing</td>
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<td>3.5</td>
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<tr>
<td>Campus as Living Laboratory</td>
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<td>12.0</td>
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<td>Research and Scholarship</td>
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<td>Open Access to Research</td>
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Curriculum

Points Earned

- Academic Courses
- Learning Outcomes
- Undergraduate Program
- Graduate Program
- Immersive Experience
- Sustainability Literacy
- Incentives for Developing Courses
- Campus as Living Laboratory

Points Remaining

- Points Remaining

Not Pursuing

- Not Pursuing
Curriculum: Overview

• Sustainability courses offered at the undergraduate and graduate level
• Degree programs that include sustainability and the number of students graduating from them
• Immersive, sustainability-focused educational study program
• Program that offers incentive for faculty to develop new sustainability courses and/or incorporate sustainability into existing departments
• Campus used as a living environment for multidisciplinary learning and applied research
Curriculum: Achievements

Academic Programs on Campus

- Undergraduate Sustainability Minor
- Graduate Degree Program: Planning, Design & the Built Environment
- Graduate Certificate: Historic Preservation

Study Abroad
Trier, Germany
Sustainable Energy and the Environment
Curriculum: Achievements

Using campus as a living laboratory

- Air & Climate, Public Engagement: Engaging the Public in Issues of Climate Change
- Energy: Novel Applications of Photovoltaics
- Transportation: Green Energy and Biodiesel Project
- Water: Hands on Water for Agriculture
- Wellbeing & Work: Physical Activity and Health
Curriculum: Opportunities for Growth

✓ Develop a sustainability literacy assessment that includes the social, economic and environmental challenges around sustainability.
✓ Explore incentives for faculty to develop sustainability courses. This includes release time, funding for professional development & research, as well as grants for summer study.
Research

- Research and Scholarship: 83%
- Support for Research: 17%

Bar chart showing points earned and remaining:

- Research and Scholarship: Earned 12 points, Remaining 0 points
- Support for Research: Earned 4 points, Remaining 4 points
- Open Access to Research: Earned 2 points, Remaining 2 points
Research: Overview

• Assess the % of total faculty and departments conducting sustainability research.
• Programs in place to encourage faculty and/or students to conduct sustainability research.
• Published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.
Research: Achievements

- All tenure and tenure-track faculty are expected to conduct research.
- 94% of research-producing departments are engaged in sustainability research.
- 25% of faculty and staff researches engaged in sustainability research.
- R-Initiatives Internal Funding Program includes Sustainable Environments as one of the six innovation clusters.
- ClemsonForward strategic plans to include multidisciplinary research and scholarship in P&T decisions.
- Support for sustainability research at Cooper Library.

Back to AC summary
✓ Implement ClemsonForward strategic plan to include multidisciplinary research in promotion and tenure decisions
✓ Implement a program to encourage students in multiple disciplines or academic programs to conduct research in sustainability
Engagement

- Points Earned: 48%
- Points Remaining: 27%
- Not Pursuing: 25%

Legend:
- Points Earned
- Points Remaining
- Not Pursuing
Engagement Summary

STARS Engagement Performance

- Student Educators Program
- Student Orientation
- Student Life
- Outreach Campaign
- Outreach Materials and Publications
- Assessing Sustainability Culture
- Employee Educators Program
- Employee Orientation
- Staff Professional Development
- Community Partnerships
- Inter-Campus Collaboration
- Continuing Education
- Community Service
- Participation in Public Policy
- Trademark Licensing

Points Earned
Points Remaining

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<tr>
<th>Points</th>
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Engagement: Clemson vs. Average

Engagement Credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Clemson</th>
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<td>Student Educators Program</td>
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<td>Outreach Materials and Publications</td>
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<td>Outreach Campaign</td>
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<td>Assessing Sustainability Culture</td>
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<td>Employee Educators Program</td>
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<td>Employee Orientation</td>
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<td>Staff Professional Development</td>
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<td>Community Partnerships</td>
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<td>Inter-Campus Collaboration</td>
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<tr>
<td>Continuing Education</td>
<td>1.0</td>
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<tr>
<td>Community Service</td>
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<td>Participation in Public Policy</td>
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<td>Trademark Licensing</td>
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</tbody>
</table>

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Clemson Engagement Performance By Category

STARS Engagement Performance

Campus Engagement

Public Engagement

Points Earned

Points Remaining

Back to Score per Section
Campus Engagement

Points Earned
- Student Educators Program: 29%
- Student Orientation: 55%
- Student Life: 16%

Points Remaining
- Outreach Materials and Publications
- Outreach Campaign
- Assessing Sustainability Culture
- Employee Educators Program
- Employee Orientation
- Staff Professional Development

Legend:
- Points Earned
- Points Remaining
- Not Pursuing
Campus Engagement Overview

- Peer-to-Peer sustainability outreach programs
- Employee orientation includes sustainability programs and activities
- Programs for students to learn about sustainability outside of the classroom
# Campus Engagement: Achievements

<table>
<thead>
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<tbody>
<tr>
<td>Sustainability-Focused Student Group</td>
<td>Yes</td>
</tr>
<tr>
<td>Garden, Farm, CSA, Urban Ag, Fisheries</td>
<td>Yes</td>
</tr>
<tr>
<td>Student-Run Sustainability Enterprises</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainable Investment Fund for Student Projects</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability Conferences, Speaker Series, Symposia</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability Cultural Events</td>
<td>Yes</td>
</tr>
<tr>
<td>Wilderness or Outdoor Program</td>
<td>Yes</td>
</tr>
<tr>
<td>Themed Semesters/Years</td>
<td>No</td>
</tr>
<tr>
<td>Sustainable Life Skills Workshops</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-Focused Student Employment Ops</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability Graduation Pledges</td>
<td>No</td>
</tr>
<tr>
<td>Other Sustainability Co-Curricular Activities</td>
<td>Yes</td>
</tr>
</tbody>
</table>

100% on campus students served through Eco-Reps peer education program

100% of employees receive sustainability orientation

CLEMSON performance: **10/12** programs offered
## Campus Engagement: Achievements

<table>
<thead>
<tr>
<th>Sustainability Materials &amp; Outreach Checklist</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Website</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability Newsletter</td>
<td>No</td>
</tr>
<tr>
<td>Regular Column or Assigned &quot;Reporter Beat&quot;</td>
<td>No</td>
</tr>
<tr>
<td>Social Media for Sustainability Program</td>
<td>Yes</td>
</tr>
<tr>
<td>Publish &amp; Disseminate Student Sustainability Research</td>
<td>No</td>
</tr>
<tr>
<td>Building Signage (Green Features)</td>
<td>Yes</td>
</tr>
<tr>
<td>Signage/Brochures for Sustainable Food Program</td>
<td>No</td>
</tr>
<tr>
<td>Signage for Sustainable Landscaping</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability Walking Tour/Map</td>
<td>No</td>
</tr>
<tr>
<td>Sustainable Transportation Guide</td>
<td>Yes</td>
</tr>
<tr>
<td>Bicycle/Pedestrian Educational Resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Guide to Green Living (or Residential Sustainability Program)</td>
<td>No</td>
</tr>
<tr>
<td>Other Sustainability Outreach Materials/Publications</td>
<td>No</td>
</tr>
</tbody>
</table>

There is a clear effort made at Clemson to ensure sustainability learning is accessible to students outside of the formal classroom.
✓ Incorporate sustainability into new student orientation to provide a baseline sustainability education to all entering students.
✓ Enhance the sustainability culture assessment to track longitudinal progress of students’ perception of sustainability from entering to graduation.
✓ Create a peer-to-peer outreach program for employees
Public Engagement

- 41% Community Partnerships
- 34% Inter-Campus Collaboration
- 25% Continuing Education

Points Earned
- Community Partnerships: 3
- Inter-Campus Collaboration: 2
- Continuing Education: 5
- Community Service: 4
- Participation in Public Policy: 2
- Trademark Licensing: 2

Not Pursuing
- Community Service: 2
- Participation in Public Policy: 2
- Trademark Licensing: 2

Points Remaining
- Community Partnerships: 1
- Inter-Campus Collaboration: 3
- Continuing Education: 1
- Community Service: 0
- Participation in Public Policy: 2
- Trademark Licensing: 4
Public Engagement: Overview

- Developed cross-community partnerships to advance sustainability
- Collaboration with other colleges or universities to help build campus sustainability
- Continuing education courses and programs in sustainability for the community
- Established community service program with measurable participation
- Promote sustainability through public policy participation
Public Engagement: Achievements

- **7** Sustainability-focused continuing education courses
- **8.5%** Of students on campus tracked as participating in community service

**Strategies Checklist**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member of Sustainability (Inter)National Network (e.g. AASHE)</td>
<td>Yes</td>
</tr>
<tr>
<td>Member of Sustainability Regional Network (e.g. Northeast Sustainability Consortium)</td>
<td>No</td>
</tr>
<tr>
<td>Institution presented at sustainability conference in Last Year</td>
<td>Yes</td>
</tr>
<tr>
<td>Case Study Submitted for Award/Resource Center In Last Year</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff or Students Serve on external Sustainability Committee/Board</td>
<td>Yes</td>
</tr>
<tr>
<td>Mentoring Relationship with Another Institution</td>
<td>No</td>
</tr>
<tr>
<td>Served as Peer Reviewers for External Group</td>
<td>No</td>
</tr>
<tr>
<td>Other Collaborative Sustainability Ventures</td>
<td>Yes</td>
</tr>
</tbody>
</table>
✓ Formalize partnership with Green Crescent Trail Group
✓ Participate in a sustainability regional network to support and help build the campus sustainability community.
✓ Consider joining either the Fair Labor Association or the Worker Rights Consortium
✓ Improve community service tracking process to accurately represent all the work that is being done by students at Clemson.
Planning & Administration
Planning & Administration Summary

STARS Planning & Administration Performance

Points Earned

Points Remaining
Planning & Administration: Clemson vs. Average

Planning and Administration Credits

- Sustainability Coordination
- Sustainability Planning
- Participatory Governance
- Diversity and Equity Coordination
- Assessing Diversity and Equity
- Support for Underrepresented Groups
- Affordability and Access
- Committee on Investor Responsibility
- Sustainable Investment
- Investment Disclosure
- Employee Compensation
- Assessing Employee Satisfaction
- Wellness Program
- Workplace Health and Safety

Points

<table>
<thead>
<tr>
<th>Clemson</th>
<th>STARS Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.5</td>
<td>17.8</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>3.0</td>
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</tr>
<tr>
<td>1.5</td>
<td>2.4</td>
</tr>
<tr>
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<td>0.7</td>
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</table>

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Clemson P&A Performance By Category

STARS Planning & Administration Performance

Points

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

Points Earned

Points Remaining

Back to Score per Section
Coordination & Planning

56% in Sustainability Coordination
44% in Sustainability Planning

Bar chart showing points earned and points remaining for Sustainability Coordination, Sustainability Planning, and Participatory Governance.
Coordination & Planning: Overview

- Active groups to coordinate sustainability work on campus
- Developed comprehensive plans to move toward sustainability
- Engagement of students, faculty, staff and local community members in ongoing university governance
### Coordination & Planning: Achievements

<table>
<thead>
<tr>
<th>Formally Adopted &amp; Measurable Policies</th>
<th>Clemson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>No</td>
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<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Food &amp; Dining</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
<tr>
<td>Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Other (e.g. Art &amp; Culture)</td>
<td>No</td>
</tr>
</tbody>
</table>

35% Success

Students, Faculty, and Staff have representatives at the highest level of campus governance.

Clemson University Commission on Sustainability implements campus-wide coordination to creatively address sustainability.
Coordination & Planning: Opportunities for Growth

✓ Update Sustainability Action Plan to incorporate more measurable objectives that allow Clemson to track progress, identify and document successes, and manage levels of resources devoted to goals. Specific areas that require formalization include Research, Public Engagement, Air & Climate, Buildings, Grounds, Purchasing, and Water.
✓ Formalize policies to engage external stakeholders on institutional decisions that impact the community.
✓ Create a pathway for community members to participate in Clemson governance
Diversity & Affordability

- Points Earned: 57%
- Points Remaining: 33%
- Not Pursuing: 10%

Graph showing points distribution across Diversity and Equity Coordination, Assessing Diversity and Equity, Support for Underrepresented Groups, and Affordability and Access.
Diversity & Affordability: Overview

- Established and active group or officer on campus charged by the administration to coordinate diversity, equity, inclusion and human rights work on campus
- Systemically assesses diversity and equity on campus
- Programs in place to support underrepresented groups
- Strategies to improve accessibility and affordability
Diversity & Affordability: Achievements

Clemson participates in state and federal need-based programs and provides University funds for disadvantaged students, including low income, first generation, and underrepresented populations.

- On campus diversity officer
- 55% of students graduate with no debt
- 70% graduation rate for low income students
- WISE, PEER, Tiger Alliance & Call Me Mister
- Emerging Scholars, Connections, WAVS
- SCHOLARSHIPS: Gateway to Clemson, Orange Carpet, IPTAY & Clemson Hardship Grant
Diversity & Affordability: Opportunities for Growth

✓ Institute Cultural Competency training across the campus community to include students, faculty and staff.
✓ Conduct an assessment of students, faculty and staff understanding of the attitudes, perceptions and experiences of underrepresented groups (i.e. low-income and non-traditional).
✓ Track success of existing programs on campus that support underrepresented groups on campus.
Wellbeing & Work

- Points Earned: 33%
- Points Remaining: 24%
- Not Pursuing: 43%

Bar chart showing:
- Employee Compensation: 3 points
- Assessing Employee Satisfaction: 1 point
- Wellness Program: 2 points
- Workplace Health and Safety: 2 points

Legend:
- Points Earned
- Points Remaining
- Not Pursuing
Wellbeing & Work: Overview

- Ensure lowest paid workers earn living wage
- Support for engagement of employees by conducting a regular survey or evaluation
- Wellness programs on campus for students and employees
- Reduction of workplace injuries and occupational diseases
Wellbeing & Work: Achievements

- Wellness program for all students and employees
- Campus and Psychology Services (CAPS) available on campus for students
- Deer Oak Employee Assistance Plan provides 5 counseling sessions to all employees and family
Gather and report compensation of lowest pay grade on campus to identify whether or not this is a livable wage.

Conduct an employee satisfaction survey for both faculty and staff to help identify areas of improvement that can maximize the Clemson work environment experience.

Continue to gather and report workplace injuries to maximize employee safety.
Innovation & Leadership

*Innovation credits are optional and unearned points are not counted against final institution score*
Innovation credits are open-ended and reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

<table>
<thead>
<tr>
<th>Credit type</th>
<th>Points per credit</th>
<th>Points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary Practice</td>
<td>0.5</td>
<td>4</td>
</tr>
<tr>
<td>Innovation</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total points earned</td>
<td></td>
<td>Up to 4</td>
</tr>
</tbody>
</table>
Innovation

Black Soldier Flies
Composting

Clemson University Student Organic Farm developed a composting system with the farm manager that uses food waste from the university dining halls to attract black soldier flies. This fly species does not bite or spread disease but does feed on waste.

Additional uses:
- Food source for livestock and fish
- Can be soaked with oils that can be turned into biofuel
For the last 25 years, the Clemson University Habitat for Humanity Campus Charter in partnership with Pickens County Habitat for Humanity has been building a house in a two week period to celebrate Homecoming.

More than 500 Clemson students and community volunteers participate to construct a house on Bowman Field at Clemson and have it moved to the permanent location after Homecoming festivities.
Emerging best practices that are not otherwise recognized in STARS.
Initiatives and outcomes that are a step beyond what is recognized in a standard credit.
Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions.
Certified as a League of American Bicyclists Bicycle Friendly University (Silver level or higher)

Clemson moves up in the ranks of bicycle-friendly universities

MEDIA RELEASE

Michael Staton, College of Behavioral, Social and Health Sciences
February 27, 2018

CLEMSON — The League of American Bicyclists has moved Clemson University to silver status on its lists of Bicycle Friendly Universities.

Silver status universities welcome cyclists, encourage cycling culture and provide opportunities for travel via cycling, according to the league.

Peter Knudsen, senior planner in Clemson’s university Planning and Design office, said Clemson’s increased attention to cyclists gives students, faculty and staff even more reason to take advantage of another option to get around campus. Knudsen said making cycling a more viable option reduces parking demand and encourages a healthier lifestyle. It also encourages people to slow down and enjoy the sights at Clemson University.
Clemson University has been identified as a Tree Campus USA by the Arbor Day Foundation.

Clemson University named a Tree Campus USA School by Arbor Day Foundation

MEDIA RELEASE

Maggie Masterson, Class of 2017
October 27, 2016

CLEMSON – Clemson University has been recognized as a Tree Campus USA for the sixth year in a row.

The program honors campuses that manage their trees effectively, connect with the local community to promote healthy forests and engage students in arboriculture, or urban forestry.

“Receiving the Tree Campus USA Award from the National Arbor Day Foundation for the sixth consecutive year shows that the Landscaping Services Department here at Clemson University takes great pride in how we maintain our trees on campus,” said Thomas Fallaw, director of Landscape Services at Clemson.

Clemson also fulfills the program’s five criteria, which include having a campus tree advisory committee, a tree care plan, a campus tree program, an Arbor Day observance and a service-learning project.
Exemplary Practice – Pre-Submission Review

Name, title and org affiliation of each reviewer

- Michele Isnard - Sightlines, Service Manager
- Jake Haslam - Sightlines, Analyst
- The pre-submission reviewers have had no contact with Clemson University or the data collection efforts.

Review process

- Michele Isnard reviewed: IC, EN, OP, PA and IN
- Jake Haslam reviewed: AC
- Michele and Jake noted any inconsistencies in the data and left detailed notes. When the first review was complete, Shelly Giannini and Kelly Marchione reviewed the results and made the corrections identified.
Questions & Discussion