



# IX. CRITERIA FOR EXEMPLARY SCHOOLS

When schools are identified as exemplary schools in the report, the following table describes the criteria used for determining why each school was selected and what the cutoffs were for schools not included.

<b>Table</b>	<b>Criteria</b>	<b>Cutoff</b>
(Page 16) Leading Schools for Offering Majors & Minors and Requiring Environmental Courses	Offer undergraduates the option of environmental or sustainability studies as a major and minor (Q14A=1 AND Q14B=1) and require all or most students to take at least one course related to the environment (Q17A=1 or 2).	Includes all schools that meet these criteria
(Page 18) Leading Schools for Supporting and Evaluating Faculty on Environmental Studies	Have programs to support faculty professional development on environmental topics (Q21Aa=1) and formally evaluate or recognize how faculty have integrated environmental topics into their courses (Q21Ab=1).	Includes all schools that meet these criteria
(Page 27) Schools with Goals and Written Policies to Buy Organic Foods in All Campus Units	Set and review goals for purchasing organic foods in all campus units (Q3Ag=1) and have written policies about purchasing organic foods in all campus units (Q4Ag=1).	Includes all schools that meet these criteria
(Page 28) Leading Schools for Environmental Goal-Setting and Environmental Policies	Has a written declaration committing to the promotion of environmental responsibility (Q1=1), has a written declaration that educating students about environmental responsibility is part of its academic mission (Q2=1), and sets and reviews goals (Q3) or has written policies (Q4) in most of the nine environmental activities.	Includes schools that meet the first 2 criteria and set and review goals or have written policies in at least 15 of the 18 total activities
(Page 29) Leading Schools for Doing More with Goals and Written Policies for Environment	Plan to do more in setting and reviewing goals (Q3) and written policies (Q4).	Includes all schools that plan to do more in setting and reviewing goals and written policies in at least 13 of the 18 total activities

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(Page 31) Leading Schools for Employing Environmental Administrators and Coordinators	Have hired all four of the following: a full-time administrator who manages environmental issues beyond regulatory compliance (Q7Aa=1), a recycling coordinator (Q7Ab=1), an energy conservation coordinator (Q7Ac=1), and a green purchasing coordinator (Q7Ad=1).	Includes all schools that meet these criteria
(Page 34) Schools with Environmental Accountability Standards in All Campus Units	Require environmental accountability campus-wide (Q5Aa=1), not just in some campus units.	Includes all schools that meet this criteria
(Page 40) Leading Schools for Energy Efficiency and Conservation	Must do the following: have at least some percentage of electricity and heating and cooling needs met by renewable sources (Q31A=2-12); have water efficiency upgrades (Q32Aa=1,2), lighting efficiency upgrades (Q32Ab=1,2), and heating, ventilation and air conditioning upgrades (Q32Ac=1,2) in at least some campus units; and have developed efficiency design codes for new or existing buildings (Q33Aa=1,2) and implemented life-cycle analysis for energy project evaluation (Q33Ab=1,2) in at least some campus units.	Must use renewable sources and of the five criteria listed, must perform at least 4 campus-wide with the remaining performed in some campus units
(Page 41) Leading Schools for Doing More w/Energy Efficiency and Conservation	Must have plans to do the following in the future: use renewable sources for electricity and heating and cooling needs (Q31b=1); upgrade water efficiency (Q32Ba=1), upgrade lighting efficiency (Q32Bb=1), and upgrade heating, ventilation and air conditioning (Q32Bc=1); and develop efficiency design codes for new or existing buildings (Q33Ba=1,2) and implement life-cycle analysis for energy project evaluation (Q33Ab=1).	Includes schools that meet at least 5 of the 6 criteria

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(Page 42) Leading Schools for Which More Than 50% of Energy Comes from Renewable Sources

Must have at least 50% of campus's total electricity, heating and cooling demand met by renewable sources

Includes all schools that meet this criteria

(Page 45) Leading Schools for Recycling, Solid Waste, and Materials Flow

Must perform most of the following: recycle eight types of goods (higher grades of paper, lower grades of paper, corrugated cardboard, aluminum containers, glass bottles and jars, plastic, food scraps or landscape trimming for composting or mulching, construction materials) and perform most of six different types of activities (materials exchange program, encouraging environmentally sound purchasing, reducing the need for paper hard copies, encouraging lab courses to implement micro-scale experiments, specifying that office paper purchased must contain a minimum 25% post-consumer waste, specifying chlorine-free requirements for office paper).

Schools must perform at least 12 of these, and of the 12 or more, they must perform at least 10 campus-wide

(Page 47) Leading Schools for Doing More w/ Recycling, Solid Waste, and Materials Flow

Must have plans to do more in the following areas: recycle eight types of goods (higher grades of paper, lower grades of paper, corrugated cardboard, aluminum containers, glass bottles and jars, plastic, food scraps or landscape trimming for composting or mulching, construction materials) and have plans to do more in six different types of activities (materials exchange program, encouraging environmentally sound purchasing, reducing the need for paper hard copies, encouraging lab courses to implement micro-scale experiments, specifying that office paper purchased must contain a minimum 25% post-consumer waste, specifying chlorine-free requirements for office paper).

Schools must have plans to do more in at least 8 of these areas

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(Page 48) Leading Schools for Recycling 60% or More of Their Total Municipal Waste Generated	Must say they recycle at least 60% of the total municipal waste generated.	Includes all schools that meet this criteria
(Page 51) Leading Schools for Land and Grounds Management Programs	Schools must perform all of the five types of activities related to landscaping and grounds (habitat restoration programs, native landscaping programs, identification and removal of invasive exotic species, integrated pest management, and programs to provide food and shelter to attract wildlife)	To be included schools must perform all 5 activities and perform at least four of them campus-wide
(Page 52) Leading Schools for Doing More w/ Land and Grounds Management Programs	Must have plans to do more in five types of activities related to landscaping and grounds (habitat restoration programs, native landscaping programs, identification and removal of invasive exotic species, integrated pest management, and programs to provide food and shelter to attract wildlife).	Schools must have plans to do more in the future in at least 4 of these areas
(Page 54) Leading Schools for Transportation Programs	Of the six transportation programs (free or discounted bus passes to students, free or discounted bus passes to faculty and staff, a carpooling program, incentives not to drive alone, adequate and protected bicycle racks, and bicycle lanes) schools must have at least five of them campus-wide and must also have at least some vehicles powered by renewable sources.	Includes all schools that meet these criteria
(Page 57) Schools with the Lowest Per Capita and Per Square Foot Water Use	Schools must rank in the Top 20 schools for both lowest per capita and lowest per square foot water use.	Includes all schools that meet these criteria