



STARS SUMMARY REPORT

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SUSTAINABILITY)

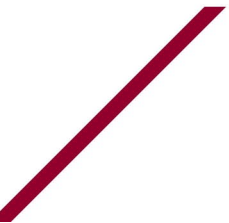



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EXECUTIVE SUMMARY

			
Date Submitted: December 24, 2024			
Reporting Period: 2022-24			
Rating: Gold			
Final Score: 74.37			
STARS Version: 3.0		Points Earned	Points Available
Academics	Improvement Opportunity	54.24	64
Curriculum	Increase percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements.	31.24	41.00
Curriculum (2)	Increase percentage of graduate qualifications awarded that have sustainability-focused learning requirements.		
Research	Maintain current efforts.	23.00	23.00
Engagement	Improvement Opportunity	41.90	50
Campus Engagement	Increase employee participation in sustainability programs, trainings and events.	21.75	25
Public Engagement	Subject community partnerships for sustainability to an assessment process that includes joint evaluation by Concordia and its community partners.	20.15	25
Operations	Improvement Opportunity	46.61	86
Buildings & Grounds	Conduct water study to measure changes from baseline year.	6.44	20
Energy & Climate	Quantify Scope 3 GHG emissions from business travel, capital goods, upstream transportation and distribution.	18.55	26
Food & Dining	Increase food and beverage spend on products that are sustainably and ethically produced.	5.06	10
Food & Dining (2)	Increase dining service spend with social impact suppliers.		
Procurement & Waste	Implement tracking method for cleaning products and furniture that meet sustainability criteria.	8.94	20
Procurement & Waste (2)	Increase percentage of electronics and office paper spend that meet sustainability criteria.		
Transportation	Increase percentage of fleet vehicles that are electric vehicles.	7.62	10
Planning & Administration	Improvement Opportunity	27.96	43
Coordination & Planning	Implement an ongoing body through which local community-based organizations not affiliated with the institution can democratically participate in its governance.	10.17	11
Investment	Increase percentage of investment pool allocated to positive sustainability investments.	4.42	7
Social Equity	Begin tracking the completion rate of students with marginalized identities and backgrounds.	6.31	14
Wellbeing & Work	Establish an internal pay equity assessment.	7.06	11
Innovation & Leadership		10	10
Innovation & Leadership		10	10
Total		180.71	243.00

1. CONCORDIA STARS PARTICIPATION

1.1 INTRODUCTION TO STARS

The Sustainability Tracking, Assessment and Rating System (STARS) was developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) in 2010. It is a voluntary self-reporting sustainability assessment. The results can be used to track sustainability over time at an institution and as a tool to benchmark performance against that of other institutions. STARS has become one of the most popular assessments used at higher education institutions (HEI). The STARS framework is updated every few years to reflect new trends in sustainability at HEI.

The current framework (STARS 3.0) covers five categories: academics, engagement, operations, planning and administration, and innovation and leadership. These are further organized into 13 sub-categories (see table 1). STARS is an indicator-based assessment. Version 3.0 of STARS has a total of 45 indicators (or credits), with ten innovation and leadership credits scored separately (AASHE, 2024b).

Table 1 - STARS categories and sub-categories

Category	Sub-category	Available points
Academics	Curriculum	41
	Research	23
	Total	64
Engagement	Campus Engagement	25
	Public Engagement	25
	Total	50
Operations	Buildings & Grounds	20
	Energy & Climate	26
	Food & Dining	10
	Procurement & Waste	20
	Transportation	10
Total	86	
Planning & Administration	Coordination & Planning	11
	Investment	7
	Social Equity	14
	Wellbeing & Work	11
	Total	43
Innovation & Leadership	Innovation & Leadership	10
	Total	10

Upon completion of the assessment, the total number of points earned across the five categories (including Innovation & Leadership) are divided by the total number of points available across Academics, Engagement, Operations, and Planning & Administration. Institutions then receive one of five levels of rating based on their score out of 100 (see Figure 1). The highest rating is Platinum and requires a minimum score of 85. In descending order, the ratings and the minimum score required are Gold (65), Silver (45), Bronze (25) and Reporter. As of February 2025, 373 institutions hold a valid STARS rating, 13 of which have earned a Platinum rating under version 2.2 (AASHE, 2025)



Figure 1 - STARS ratings

1.2 INTRODUCTION TO STARS 3.0

Officially launched on June 18, 2024, STARS 3.0 represents the second major update to the program and a culmination of nearly five years of development. Current participants may continue working with version 2.2 or pursue the new version which includes the following enhancements:

- **Greater Scope:** More robust indicators of racial equity and social justice, including student and employee diversity, pay equity, and workers' rights.
- **Streamlined Credits:** Simplified, performance-based credits across multiple impact areas, including curriculum, research, engagement, and operations.
- **Global Accessibility:** Broadened applicability for higher education institutions of all types around the world, including a shift to metric units.
- **Reduced Documentation:** 40 percent fewer documentation fields than the previous version.

By prioritizing accessibility, emphasizing performance over process, and simplifying measurement where possible, STARS 3.0 expands the program's scope while reducing the number of documentation fields by 40%. Whilst the main categories remain unchanged, the following differences have been identified between version 2.2 and 3.0:

- Decrease from 17 to 13 sub-categories
- Decrease from 63 to 45 credits
- 7 newly created and added credits

- 40 newly created and added indicators
- Decrease from 1,186 to 716 data fields
- 14 credits increase the minimum threshold to earn full points
- 18 credits removed or consolidated into new categories

The new credits for STARS 3.0 are as follows:

- **AC 7: Center for Sustainability Research**—requires qualitative information about any organized centers, institutes, or equivalent units that produce sustainability research
- **EN 8: Shared Facilities**—requires qualitative information about how an institution shares its facilities with the local community
- **PA 7: Racial and Ethnic Diversity**—requires student and employee demographic data and completing a racial and ethnic diversity worksheet
- **PA 8: Gender Parity**—requires quantitative data on students and employees by gender
- **PA 10: Student Success**—requires quantitative data on student completion rates by gender and race/ethnicity/Indigeneity
- **PA 12: Employee Rights**—requires information about an institution’s labour and employee relations policies
- **OP 15: Air Travel**—requires information about an institution’s air travel reduction and mitigation efforts

The category with the largest number of new credits is PA. This is due to AASHE’s efforts to create more robust indicators of racial equity and social justice than have been available.

AASHE has also introduced a significant change to the operations credits in STARS 3.0. Previously, institutions were evaluated based on their own historical performance in areas such as water use, energy consumption, greenhouse gas emissions, and waste management. Each institution selected a baseline year—the earliest year for which they had reliable data—and their score was determined by the progress made from that point. With STARS 3.0, institutions will now be assessed relative to a peer group rather than just their past performance. AASHE has categorized institutions into four groups: Associate, Baccalaureate, Masters, and Doctoral. Using the most recent data from institutions that submitted reports under STARS versions 2.0, 2.1, or 2.2 (as of August 1, 2023), AASHE has established benchmarks and thresholds for each category to create a standardized scoring framework (AASHE, 2024a).

1.3 HISTORY OF CONCORDIA'S PARTICIPATION IN STARS

Date	
2008-09	Concordia was among 66 pioneering HEI in North America, and one of only four in Canada, who participated in the STARS pilot project, including commenting on its Canadian applicability.
October 2012	Concordia officially earned a Silver rating (score of 45) with version 1.2 of the rating system. The rating lasted for three years and expired in October 2015.
February 2016	A Silver rating renewal was completed under version 2.0, with the intent of pursuing a Gold rating in the following year.
May 2017	Concordia earned a Gold rating (score of 67) with version 2.0. The rating lasted for three years and expired in November 2020.
February 2022	Concordia earned a Gold rating (score of 72) with version 2.2. The rating lasted three years and expired in January 2025.
January 2025	Concordia earned a Gold rating (score of 74.37) with version 3.0. The rating will expire in January 2028.

1.4 BENEFITS OF THE STARS FRAMEWORK

Research has found that assessment tools, like STARS, were one of the most important developments in operationalizing sustainability in HEI. Assessment tools can be categorized into three groups based on their approaches: accounts assessment, narrative assessment, and indicator-based assessment (Alghamdi, den Heijer, & de Jonge, 2017). According to Lozano (2016), indicator-based assessments like STARS tend to be more objective than the accounts and narrative assessments and, therefore more easily measurable and comparable. He also states that “indicator-based assessments offer higher levels of transparency, consistency and usefulness for decision-making” (2006, p. 971).

Kaml and Asmuss (2013) argue that STARS is one of the most comprehensive assessment tools, as it has the attributes of a high-quality assessment tool identified by Shriberg (2002). These attributes are that the assessment tools 1) Identify important issues, 2) Are calculable and comparable, 3) Move beyond eco-efficiency, 4) Measure process and motivations and, 5) Stress on comprehensibility.

A report published in 2021 by Minutolo, Ivanova and Cong found that a relationship exists between sustainability reporting at HEI and enrollment and endowments. It was also found that reporting is associated with a reduction in greenhouse gas emissions from HEI. The authors recommend using a standardized reporting framework like STARS. They also suggest that a

STARS rating can be used by HEI “as a signalling mechanism to stakeholders of their commitment to sustainability” (p. 15).

2. CONCORDIA 2025 STARS RESULTS

On January 24th, 2025, Concordia University received a final score of 74.37, making it the first Canadian university to receive a STARS Gold 3.0 rating. To obtain a Platinum rating (score of 85), Concordia would have to earn an additional 10.63% (equivalent to 25 points). The following section will identify areas in each category where Concordia could earn additional points.

Table 2 is an overview of Concordia’s 2025 STARS results per sub-category. A detailed summary of points earned for each credit can be found in Appendix A.

Table 2 - Concordia 2025 STARS points per sub-category

Category	Sub-category	Earned points	Available points
Academics	Curriculum	31.24	41
	Research	23	23
	Total	54.24	64
Engagement	Campus Engagement	21.75	25
	Public Engagement	20.15	25
	Total	41.9	50
Operations	Buildings & Grounds	6.44	20
	Energy & Climate	18.55	26
	Food & Dining	5.06	10
	Procurement & Waste	8.94	20
	Transportation	7.62	10
	Total	46.61	86
Planning & Administration	Coordination & Planning	10.17	11
	Investment	4.42	7
	Social Equity	6.31	14
	Wellbeing & Work	7.06	11
	Total	27.96	43
Innovation & Leadership	Innovation & Leadership	10	10
	Innovation & Leadership Total	10	10
Overall Score		180.71	243
Final Concordia STARS Score		74.37	100

2.1 ACADEMICS (52.24 / 64)

2.1.1 Strengths

Among the four main categories (excluding Innovation & Leadership), Academics was the second-best performing, particularly in the Research sub-category, where Concordia earned the maximum number of points available for each credit. For the *AC-6: Sustainability Research* credit, institutions receive full points when 90% or more of their research-active academic departments engage in sustainability research. Concordia exceeded this threshold, with 100% of its research-active departments involved in sustainability research. The university also earned full points for the *AC-7: Centre for Sustainability Research* credit by maintaining at least one organized research center, institute, or equivalent unit focused on sustainability or interdisciplinary approaches to sustainability challenges. Among the highlighted sustainability research units were the Next-Generation Cities Institute, Sustainability in the Digital Age, Centre for Zero Energy Building Studies, and the Loyola Sustainability Research Centre. Finally, Concordia secured the maximum points for the *AC-8: Responsible Research and Innovation* credit. The university was recognized for its ethical code of conduct for research and for implementing guidelines and policies that explicitly acknowledge research impact beyond academic journals, including community-led research.

Under the Curriculum sub-category, Concordia earned full points for the *AC-4: Applied Learning* credit, which requires institutions to offer solutions-focused applied learning or living laboratory experiences that address sustainability challenges. Several initiatives and programs were highlighted for this credit, including the Sustainability Living Lab Funding Program, Climate Action Plan, Volt-Age, Student Sustainability Ambassadors Program, and other projects managed by the Office of Sustainability. Concordia also performed strongly in the *AC-5: Sustainability Literacy Assessment* credit, having conducted a Sustainability Culture and Literacy Assessment (SCLA) in the fall of 2024.

2.1.2 Gap Analysis

Concordia earned 54.24/60 points in the Academics category, with 9.76 potential points remaining (see Table 3 below). The university lost points in the Curriculum sub-category because it did not meet AASHE's benchmark for sustainability learning outcomes. To maximize points under the AC-2 and AC-3 credits, 100% of undergraduate qualifications and at least 50% of graduate qualifications must include sustainability-focused learning. To achieve this, Concordia would need to increase the percentage of sustainability-focused undergraduate qualifications by 53% and graduate qualifications by at least 40%.

Table 3 – Academics Category Gap Analysis

Category	Sub-category	Credit Number and Title	Earned Points	Available Points	Gap
ACADEMICS	Curriculum	AC-1: Sustainability Course Offerings	12	14	2
		AC-2: Undergraduate Programs	7.32	11	3.68
		AC-3: Graduate Programs	4.92	8	3.08
		AC-4: Applied Learning	4	4	0
		AC-5: Sustainability Literacy Assessment	3	4	1
		Curriculum Total	31.24	41	9.76
	Research	AC-6: Sustainability Research	10	10	0
		AC-7: Centre for Sustainability Research	6	6	0
		AC-8: Responsible Research and Innovation	7	7	0
		Research Total	23	23	0
	ACADEMICS TOTAL	54.24	64	9.76	

2.2 ENGAGEMENT (41.90 / 50)

2.2.1 Strengths

Concordia excelled in the Engagement category. Under the Campus Engagement sub-category, the university almost received full marks for *EN-1: Outreach and Communications*, thanks to the Office of Sustainability's newsletter and active social media platforms. Additionally, Concordia's Fairtrade campaign was recognized for requiring fair-trade coffee, tea, and sugar in all food service contracts. The university earned full points for *EN-2: Co-Curricular Activities* credit, which highlights the importance of sustainability-focused student organizations, such as the Climate Emergency Committee, and sustainability events like Campus Sustainability Month. Under the Public Engagement sub-category, Concordia also received full points for *EN-7: Continuing Education*, notably for offering micro-certificates in sustainability through the John Molson School of Business.

2.2.2 Gap Analysis

Concordia scored 41.90/50 in the Engagement category, with 8.1 potential points remaining (see Table 4 below). The university lost points for the *EN-3: Staff Engagement and Training* credit. While Concordia offers the "Introduction to Sustainability at Concordia for Employees" training

and the Employee Sustainability Ambassadors Program, full points could have been earned if at least 50% of employees had participated in sustainability training or events. According to the results of the 2024 Sustainability Culture and Literacy Assessment, only about 30% of Concordia employees participate in sustainability programs, training, or events. Points were also lost for the *EN-6: Community Partnerships* credit because not all of the university's community partnerships for sustainability undergo an assessment process that includes a joint evaluation by the institution and its community partners.

Table 4 – Engagement Category Gap Analysis

Category	Sub-category	Credit Number and Title	Earned Points	Available Points	Gap
ENGAGEMENT	Campus Engagement	EN-1: Outreach and Communications	4.5	5	0.5
		EN-2: Co-Curricular Activities	9	9	0
		EN-3: Staff Engagement and Training	6	8	2
		EN-4: Sustainability Culture Assessment	2.25	3	0.75
		Campus Engagement Total	21.75	25	3.25
	Public Engagement	EN-5: Civic Engagement	6	8	2
		EN-6: Community Partnerships	7	9	2
		EN-7: Continuing Education	3	3	0
		EN-8: Shared Facilities	1.75	2	0.25
		EN-9: Inter-Campus Collaboration	2.4	3	0.6
		Public Engagement Total	20.15	25	4.85
	ENGAGEMENT TOTAL	41.9	50	8.1	

2.3 OPERATIONS (46.61 / 86)

2.3.1 Strengths

Although the Operations category yielded the lowest results, Concordia performed well in several of its credits. In the Buildings & Grounds sub-category, the university excelled in the *OP-4: Ecologically Managed Grounds* credit, thanks to its extensive tree canopy and the establishment of sustainable landscaping/grounds services through an Integrated Pest Management protocol.

In the Energy & Climate sub-category, Concordia scored well in the *OP-5: Energy Use* credit, particularly for purchasing nearly 100% of its electricity from uncertified off-site renewable sources.

The Food & Dining sub-category performed moderately well, largely due to the university's partnership with La Tablee des Chefs, which collects and redistributes surplus food to local charities.

Under the Procurement & Waste sub-category, Concordia earned strong scores in the *OP-11: Materials Management* and *OP-12: Waste Generation and Recovery* credits. The Concordia University Centre for Creative Reuse and Concordia Re-tech are examples of surplus and reuse programs that divert a significant amount of waste from landfills and donate items to community members.

Finally, in the Transportation sub-category, Concordia performed best in the *OP-14: Commute Modal Split* and *OP-15: Air Travel* credits. This success was driven by the institution's incentives to discourage air travel among employees and the Concordia community's efforts to use sustainable modes of transportation.

2.3.2 Gap Analysis

Concordia achieved 46.61/86 points in the Operations category, with 39.39 potential points remaining to earn (see Table 5 below). The university did not pursue the *OP-3: Water Use* credit in either its 2021 or 2024 STARS submissions, leading to a significant loss of points. Although this gap was identified in previous years, Concordia has yet to conduct a water study to measure changes from the baseline year.

Significant points were also lost for *OP-6: Greenhouse Gas Emissions*, as Concordia needs to expand its greenhouse gas inventory to include multiple Scope 3 categories.

For *OP-7: Dining Service Procurement*, Concordia did not meet AASHE's recommended benchmark for the percentage of food and beverage spend that meets sustainability criteria. Only 9% of the university's food and beverage spend is on products that are sustainably and ethically produced. To earn full points, this would need to increase to about 50%. Currently, 0% of the university's dining service spend is with social impact suppliers, which would need to rise to at least 10%.

Finally, Concordia lost nearly all available points for the *OP-10: Purchased Goods* credit, as its cleaning product and furniture spend that meet sustainability criteria are not being tracked. The university also does not meet AASHE's requirement that 100% of its annual spending on office paper and electronics meets preferred sustainability criteria. At present, just under 40% of electronics spend and 30% of office paper spend meet these preferred sustainability criteria.

Table 5 – Operations Category Gap Analysis

Category	Sub-category	Credit Number and Title	Earned Points	Available Points	Gap
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OPERATIONS	Buildings & Grounds	OP-1: Building Design and Construction	0.61	3	2.39
		OP-2: Building Operations and Maintenance	1.95	5	3.05
		OP-3: Water Use	0	7	7
		OP-4: Ecologically Managed Grounds	3.88	5	1.12
		Buildings & Grounds Total	6.44	20	13.56
	Energy & Climate	OP-5: Energy Use	8.36	10	1.64
		OP-6: Greenhouse Gas Emissions	10.19	16	5.81
		Energy & Climate Total	18.55	26	7.45
	Food & Dining	OP-7: Dining Service Procurement	3.06	8	4.94
		OP-8: Food Recovery	2	2	0
		Food & Dining Total	5.06	10	4.94
	Procurement & Waste	OP-9: Sustainable Procurement System	1.72	7	5.28
		OP-10: Purchased Goods	0.99	4	3.01
		OP-11: Materials Management	3.5	4	0.5
		OP-12: Waste Generation and Recovery	2.73	5	2.27
Procurement & Waste Total		8.94	20	11.06	
Transportation	OP-13: Vehicle Fleet	0.34	2	1.66	
	OP-14: Commute Modal Split	5.28	6	0.72	
	OP-15: Air Travel	2	2	0	
	Transportation Total	7.62	10	2.38	
OPERATIONS TOTAL		46.61	86	39.39	

2.4 PLANNING & ADMINISTRATION (27.96 / 43)

2.4.1 Strengths

Concordia performed moderately well in the Planning & Administration category, scoring highly on the Coordination & Planning sub-category. Concordia earned full points on credit *PA-1: Sustainability Coordination* for having the Office of Sustainability, the Sustainability Advisory Committee, and the Sustainability Action Plan Committee. The university also scored well on the

PA-2: Commitments and Planning credit, which highlighted the importance of a published commitment to sustainability like the Sustainability Action Plan.

Under the Investment sub-category, Concordia almost received full points for *PA-4: Sustainable Investment Program* because of its sustainable investment policy, which outlines the institution's commitment to investing in sustainable assets that address social equity and promote healthy ecosystems.

Under the Social Equity sub-category, Concordia earned a strong score for the *PA-6: Institutional Climate* credit thanks to its programs, initiatives, and networks that support students who identify as low-income, marginalized, LGBTQ+, refugees, or individuals with disabilities. The university also highlighted programs and spaces that support employees who identify as women, ethnically or racially marginalized, or individuals with disabilities. Additionally, Concordia received nearly full points under *PA-7: Racial and Ethnic Diversity* for having 45% or more of students and employees identify as women or other marginalized gender identities.

Finally, under the Wellbeing & Work sub-category, Concordia nearly earned full points for *PA-11: Health, Safety, and Wellbeing* due to its extensive and high-quality physical health services, behavioral health services, sexual and reproductive health services, spiritual activities, financial assistance, and food security programs offered to both students and employees. Concordia also scored well in *PA-12: Employee Rights* by providing concrete measures to protect employee rights, including offering parental leave and family/medical leave.

2.4.2 Gap Analysis

Concordia has achieved 27.96/43 points in the Planning & Administration category, with 15.04 potential points remaining to earn. The university could have earned full points for *PA-3: Institutional Governance* if it had implemented one or more ongoing bodies through which local community-based organizations, not affiliated with the institution, could democratically participate in its governance.

Under the Investment sub-category, Concordia lost points under *PA-5: Investment Holdings* as only 21.05% of its investment pool is allocated to positive sustainability investments. To earn the maximum number of available points, this percentage would need to increase to 100%.

Concordia lost all points for the credits *PA-9: Affordability and Access* and *PA-10: Student Success*. The university does not currently collect the information to pursue these two credits and would therefore have to start tracking the percentage of low-income students and the completion rate of low-income students, students with marginalized racial, ethnic, and/or Indigenous identities, and students with marginalized gender identities.

Finally, Concordia lost points for *PA 13: Pay Equity and Living Wage* because it has not conducted an internal pay equity assessment during the previous three years to identify disparities between employees that are not attributable to skills, responsibilities or level of experience.

Table 6 – Planning & Administration Category Gap Analysis

Category	Sub-category	Credit Number and Title	Earned Points	Available Points	Gap
Planning & Administration	Coordination & Planning	PA-1: Sustainability Coordination	1	1	0
		PA-2: Commitments and Planning	5.67	6	0.33
		PA-3: Institutional Governance	3.5	4	0.5
		Coordination & Planning Total	10.17	11	0.83
	Investment	PA-4: Sustainable Investment Program	3.67	4	0.33
		PA-5: Investment Holdings	0.75	3	2.25
		Investment Total	4.42	7	2.58
	Social Equity	PA-6: Institutional Climate	2.75	3	0.25
		PA-7: Racial and Ethnic Diversity	1.56	3	1.44
		PA-8: Gender Parity	2	2	0
		PA-9: Affordability and Access	0	3	3
		PA-10: Student Success	0	3	3
		Social Equity Total	6.31	14	7.69
	Wellbeing & Work	PA-11: Health, Safety and Wellbeing	2.86	3	0.14
		PA-12: Employee Rights	2.25	3	0.75
		PA-13: Pay Equity and Living Wage	1.95	5	3.05
		Wellbeing & Work Total	7.06	11	3.94
PLANNING & ADMINISTRATION TOTAL			27.96	43	15.04

3. CONCORDIA'S STARS PERFORMANCE OVER TIME

Table 7 compares Concordia's STARS results by sub-category for 2017, 2022, and 2025. It is important to note that scoring methods have changed over time, with updates to credit allocations between STARS versions 2.0 and 2.2, as well as significant modifications between versions 2.2 and 3.0. Additionally, the distribution of points across credits has shifted slightly. As a result, any sub-categories that were removed or consolidated—making direct comparisons impossible—are marked in grey and further explained below.

Table 4 – Comparison of Concordia's performance from 2017 to 2025

Category	Sub-category	2017 Report (v.2.0)		2022 Report (v.2.2)		2025 Report (v.3.0)	
		Earned points	Available points	Earned points	Available points	Earned points	Available points
Academics	Curriculum	23.5	40	29.3	40	31.24	41
	Research	16.0	18	18	18	23.00	23
	Total	39.5	58	47.3	58	54.24	64
Engagement	Campus Engagement	15.0	18	16.9	21	21.75	25
	Public Engagement	18.1	21	16.2	20	20.15	25
	Total	33.1	39	33.1	41	41.90	50
Operations	Air & Climate	6.4	11	6.5	11		
	Buildings	2.5	8	4.3	8		
	Energy	1.6	10	2.9	10		
	Food & Dining	1.8	7	3.3	8	5.06	10
	Grounds	2.0	3	2	3		
	Purchasing	4.7	6	4.9	6		
	Transportation	5.7	7	5.8	7	7.62	10
	Waste	5.8	10	4.6	10		
	Water	1.0	7	0.5	7		
Total	31.5	69	34.8	70	46.61	86	
Planning & Administration	Coordination & Planning	7.0	8	8.3	9	10.17	11
	Diversity & Affordability	5.8	10	4.8	10		
	Investment & Finance	3.1	7	4.3	6	4.42	7
	Wellbeing & Work	3.3	7	4.1	7	7.06	11
	Total	19.1	32	21.5	32	27.96	43
Innovation &	Total	4	4	4	4	10	10

Leadership							
OVERALL TOTAL	127	198	136.7	201	58.96	61	
SCORE	64.24		72.01		74.37		

3.1 ACADEMICS

Between 2017 and 2021, the Academics category saw a total increase of 7.8 points, with Curriculum rising by 5.8 points and Research by 2 points. In the previous STARS report, this growth was attributed to an increase in both the percentage of sustainability course offerings and the number of academic departments offering such courses. Additionally, Concordia conducted its first sustainability literacy assessment during this period, which contributed significantly to the overall point increase.

Between 2021 and 2025, Concordia gained 1.9 points in the Curriculum sub-category and an additional 5 points in Research, resulting in a total increase of 6.9 points compared to the previous STARS assessment. This improvement was largely due to new indicators in the Curriculum sub-category, which allowed Concordia to highlight the number of undergraduate programs with sustainability-focused learning requirements. Additionally, the university earned more points by showcasing its sustainability research initiatives, centers, and units, which held greater weight under STARS 3.0.

3.2 ENGAGEMENT

From 2017 to 2021, the Engagement category saw an increase of 1.9 points in Campus Engagement and a decrease of 1.9 points earned in Public Engagement. Points increased due to sustainability training being offered for Concordia staff but decreased as sustainability courses in continuing education declined over the years.

From 2021 to 2025, there was an increase of 4.85 points in Campus Engagement and an increase of 3.95 points in Public Engagement. Under STARS 3.0, greater emphasis was placed on the Office of Sustainability's outreach and communication efforts. This allowed the university to highlight the strong engagement it received on its social media platforms. Additionally, the Community Partnerships sub-category held greater importance under STARS 3.0. Concordia earned high marks for its community engagement efforts, particularly through the SHIFT Centre for Social Transformation and other impactful initiatives, showing improvement compared to the 2021 assessment.

3.3 OPERATIONS

Between 2017 and 2021, Concordia's Food & Dining sub-category score increased by 1.5 points due to greater investment in sustainable food and beverage purchasing, as well as expanded sustainable dining options. From 2021 to 2025, the score rose by another 1.76 points, driven by a 10% increase in the proportion of food and beverage spending on plant-based foods.

Between 2017 and 2021, Concordia's Transportation sub-category score increased by 1.3 points. Under STARS 2.2, the Commute Modal Split credit carried more weight, and the percentage of students using sustainable commuting options rose by 4%. From 2021 to 2025, the score increased by another 1.82 points, despite a nearly 5% decline in students opting for sustainable commuting. This improvement was driven by a rise in the number of electric vehicles in the university fleet.

Though the version 2.2 sub-categories Air & Climate, Buildings, Energy, Grounds, Purchasing, Waste, and Water have been completely revised and consolidated in the 3.0 framework, some comparisons can still be made. For example, in both 2021 and 2025, Concordia did not pursue the Water sub-category, as it does not track total potable water consumption. Additionally, Concordia performed better on the Building Operations and Maintenance credit in 2021 than in 2025. The reduction in points is attributed to more stringent standards and indicators under STARS 3.0. Concordia also received a better score in 2021 for the Greenhouse Gas Emissions credit than in 2025, as STARS 3.0 expects an extensive and challenging inventory that includes several categories of Scope 1, 2, and 3 emissions, which were not part of the 2.2 assessment.

3.4 PLANNING & ADMINISTRATION

Between 2017 and 2021, the Coordination & Planning sub-category increased by 1.3 points. The 2021 STARS report attributed this growth to changes in how points were scored in the Investment & Finance sub-category between STARS versions 2.0 and 2.2, as well as an increase in Concordia's sustainable investments. From 2021 to 2025, the sub-category saw a further increase of 1.87 points, despite a recorded decline in the percentage of Concordia's sustainability investments from 26.06% in 2021 to 21.04% in 2024. This increase was partly due to changes in how points were allocated for the Commitments & Planning and Institutional Governance credits under STARS 3.0.

Between 2017 and 2021, the Wellbeing & Work sub-category increased by 0.8 points, as Concordia did not pursue the Employee Satisfaction credit in 2017 but later received full points for it in the 2021 STARS assessment. From 2021 to 2025, the sub-category saw a more significant increase of 2.96 points. This improvement was driven by the implementation of a campus-wide smoking and tobacco ban, as well as the inclusion of Concordia's student wellbeing and assistance programs, which were not accounted for under STARS 2.2.

While the Diversity & Affordability sub-category from STARS 2.2 does not exist in the 3.0 framework, some comparisons can still be made. Notably, in both 2021 and 2025, the Affordability & Access credits were not pursued, as Concordia does not (and in some cases, legally cannot) collect this information.

5. CANADIAN UNIVERSITIES STARS RATING

STARS has a benchmarking tool that allows institutions to be compared based on the scores and metrics reported. The group of institutions in table 4 were filtered based on country (Canada), institution type (Doctoral/Research) and number of full-time equivalent enrollment (20,000 students or more). The highest-ranking institution is the Université de Sherbrooke, which received a platinum STARS rating in 2022. It is important to note that although the benchmarking tool exists, a comparison between institutions using different versions of STARS should be made with caution because credits have changed between versions. Concordia ranks fifth among Canadian Doctoral/Research institutions with over 20,000 students and as of February 2025, is the only Canadian university with a STARS 3.0 rating.

Table 5 - STARS score of Canadian Doctoral/Research institutions with over 20,000 students. Institutions in dark grey received a platinum rating, institutions marked in yellow have received a gold rating and institutions in light grey have received a silver rating.

Ranking	Institution	Submission date (month-yr)	STARS version	Overall Score (%)
1	Université de Sherbrooke	Oct-22	2.2	92.73
2	Université Laval	Dec-22	2.2	87.91
3	McGill University	Jan-24	2.2	86.26
4	University of Victoria	Dec-23	2.2	85.74
5	Concordia University	Dec-24	3.0	74.37
6	University of Manitoba	Aug-22	2.2	74.20
7	York University	Apr-24	2.2	69.86
8	Toronto Metropolitan University	May-24	2.2	69.71
9	University of Waterloo	Dec-24	2.2	68.36
10	Carleton University	Mar-22	2.2	67.08
11	University of Ottawa	Nov-21	2.2	65.89
12	British Columbia Institute of Technology	Aug-24	2.2	62.69
13	Université de Montreal	Dec-22	2.2	59.67

6. REFLECTION ON THE STARS REPORTING PROCESS

6.1 DATA COLLECTION: BENEFITS AND CHALLENGES

The STARS reporting process requires a significant amount of time and effort. It includes tasks such as locating the required data within the university system, identifying the correct contacts, data collection, synthesizing data, and reporting. Several benefits arise from the STARS reporting process. While the Office of Sustainability is interacting with different university stakeholders,

cross-departmental connections are being created. The reporting process should be seen as a collaborative effort to advance sustainability at the university. Through this process, routines for successful reporting are created and discussions with multiple stakeholders can signal Concordia's commitment to sustainability.

Understanding how the STARS framework functions, and effectively communicating what data is required for each credit, requires learning. Minutolo, Ivanova and Cong (2021) demonstrated that a positive relationship exists between HEIs that have engaged in prior STARS reporting and their current reporting score. Their findings suggest that HEIs benefit from the learning involved in prior STARS reporting.

However, if long periods occur between assessments, there is a potential for unlearning. Experience gained from the reporting process can become obsolete, lost due to the turnover of staff members, or inaccessible from insufficient tracking (Minutolo et al., 2021). Concordia's last STARS reporting process took place over three years ago in 2021, thereby creating potential unlearning. The report was also completed by the former Sustainability Analyst, meaning that a different staff member had to learn the STARS reporting process. Although records remain for the last reporting process, a significant amount of time went into understanding and determining the relevancy of these documents. The differences in the versions of the STARS framework also render some of the learning and data from the last report inapplicable. Concordia's pursuit of STARS 3.0 entailed learning how to collect data for seven new credits, 40 new indicators, and 18 changed credits. Identifying the differences between STARS 2.2 and 3.0 and adapting to the changes was laborious for all parties involved.

The decentralized nature of the university's administration created some delays in acquiring data. It was not uncommon to be advised from one department to reach out to another, only to be redirected back to the original department from which the Office of Sustainability (OoS) had made the request. The timeliness of requests was also a challenge. Departments and staff have their own mandates and, for some, requests for the STARS report were a low priority. As for data being requested from several years ago, difficulties such as staff turnover, or the upgrading of data systems were also common.

6.2 RECOMMENDATIONS

A significant amount of learning occurred during the current STARS reporting process. Our recommendations for the next STARS reporting period follow.

It is recommended to have a NOW article announcing the start of the data collection for the STARS report. In addition, it is helpful to have the VPSS, CFO and the Provost send emails to the departments in their sector notifying the start of the collection process and encouraging collaboration. This allows for teams who are typically involved in collecting data for STARS to anticipate requests and organize their priorities to allow time to collaborate on the submission.

For the Operations category of STARS, the majority of the data is required from Concordia's Facilities Management. This includes 15 credits, each with significant data fields. Due to the magnitude of data being requested, we recommend creating a temporary position, housed within Facilities Management, to act as coordinator for the collection of Facilities Management credits. They would also act as a liaison between the OoS and the facilities department, facilitating coordination and communication between the two departments. The temporary position could be filled through an internship or work-study position for a Concordia graduate student.

As previously mentioned, STARS requests were a low priority for certain departments. Setting more realistic timelines for data collection and keeping in frequent contact with departments throughout the data collection period is important. The data collection process should be completed during the active academic period, as many delays have been experienced in the summer months from the absence of key stakeholders on vacation.

As has been the case with each of our most recent submissions, we recommend that a Sustainability Analyst within the Office of Sustainability coordinate the data collection, synthesis, submission, and reporting process. Additionally, we recommend that the data collection process for STARS and for the Times Higher Education (THE) Impact Rankings, coordinated through the Office of the Provost, are aligned to minimize replication of effort and to reduce the frequency of requests to departments who are asked to provide data for these assessments.

6.3 STARS FRAMEWORK LIMITATIONS

STARS was first created for HEI in North America. Soon after, the STARS International Pilot was launched, and now the STARS framework is used globally. Although suited for HEI across the world, the STARS framework for certain credits is not designed to accommodate the Canadian and Quebec context.

For the *PA-9: Affordability and Access* credit, indicators such as the “percentage of low-income students” and “number of paid workhours per year required to meet the average net price of attendance of low-income students” are used to calculate points. However, as a public institution in Quebec, financial aid for students is managed by the government, rendering data for these indicators difficult to obtain. Similarly, for the credit *PA-10: Student Success*, the “completion rate of low-income students” cannot be legally tracked by Concordia.

Under the *OP 10: Purchased Goods* credit, indicator 10.3 requires the institution to track annual furniture spend that meets sustainability criteria. Concordia did not pursue this indicator, as it is a member of the Bureau de coopération interuniversitaire (BCI). The BCI organizes group contracts for furniture procurement allowing Quebec universities to obtain furniture at competitive prices. This poses a limitation for the STARS submission, as these furniture contracts do not allow for Concordia to select suppliers with sustainability commitments and product standards.

The *OP-13: Vehicle Fleet* credit would require all vehicles in an institution's fleet to be zero emission vehicles and/or plug-in hybrid electric vehicles. A transition to alternatively fueled or powered vehicles happens over several years. Institutions with written policies or plans that commit to this transition like Concordia should receive partial points.

Although the STARS framework is comprehensive, it is important to note that sustainability at Concordia is not limited to what is measured and recorded in the STARS report. The STARS framework can be a good tool and complementary to other sustainability assessments at Concordia.

7. MOVING FORWARD

AASHE now accepts updates to the STARS submission on a rolling basis, which means Concordia no longer needs to wait until 2028 to report on improvements and achieve STARS Platinum. We recommend this approach in order to minimize the potential for unlearning between submissions, and to maximize the benefits of regularly tracking and evaluating our progress,

Concordia's 2025 STARS rating was its fifth assessment. Whilst there were some reductions in points for certain credits or indicators, there were general improvements across all the sub-categories. Much of this improvement can be attributed to the many initiatives that Concordia has recently pursued in regard to sustainability and to Equity, Diversity and Inclusion. Some improvement can be attributed to the increased point value of certain credits under STARS 3.0, which allowed Concordia to earn additional points and perform better than in 2021. Despite the more stringent criteria in STARS 3.0, there were no reductions in points between 2021 and 2025 for any of the comparable categories.

The gap analysis highlights the viability of Concordia attaining a Platinum rating, requiring an additional 10.36% (or 25 additional points) to reach this distinction. Many, but not all, of these gaps are being addressed in Concordia's Sustainability Action Plan. The Office of Sustainability will coordinate a process to integrate STARS into the next iteration of the Sustainability Action Plan and will support relevant departments in considering and implementing strategies that will improve our standing in our next submission.

Despite some limitations to the STARS framework, it is a beneficial tool that allows Concordia to identify areas of strength and development in sustainability.

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APPENDIX A. Comprehensive table of scores

Category	Sub-category	Credit Number and Title	Earned Points	Available Points
Academics	Curriculum	AC-1: Sustainability Course Offerings	12	14
		AC-2: Undergraduate Programs	7.32	11
		AC-3: Graduate Programs	4.92	8
		AC-4: Applied Learning	4	4
		AC-5: Sustainability Literacy Assessment	3	4
		Curriculum Total	31.24	41
	Research	AC-6: Sustainability Research	10	10
		AC-7: Centre for Sustainability Research	6	6
		AC-8: Responsible Research and Innovation	7	7
		Research Total	23	23
ACADEMICS TOTAL			54.24	64
Engagement	Campus Engagement	EN-1: Outreach and Communications	4.5	5
		EN-2: Co-Curricular Activities	9	9
		EN-3: Staff Engagement and Training	6	8
		EN-4: Sustainability Culture Assessment	2.25	3
		Campus Engagement Total	21.75	25
	Public Engagement	EN-5: Civic Engagement	6	8
		EN-6: Community Partnerships	7	9
		EN-7: Continuing Education	3	3
		EN-8: Shared Facilities	1.75	2
		EN-9: Inter-Campus Collaboration	2.4	3
Public Engagement Total	20.15	25		

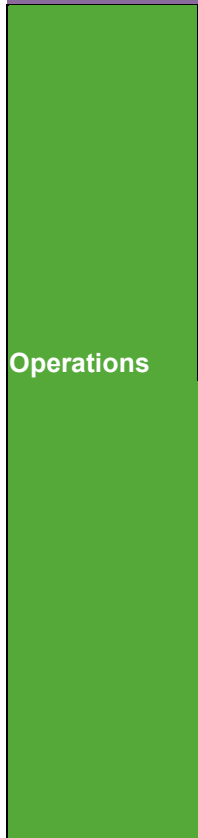
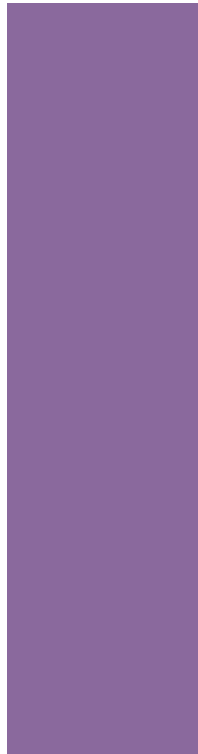
		ENGAGEMENT TOTAL	41.9	50
Operations	Buildings & Grounds	OP-1: Building Design and Construction	0.61	3
		OP-2: Building Operations and Maintenance	1.95	5
		OP-3: Water Use	0	7
		OP-4: Ecologically Managed Grounds	3.88	5
		Buildings & Grounds Total	6.44	20
	Energy & Climate	OP-5: Energy Use	8.36	10
		OP-6: Greenhouse Gas Emissions	10.19	16
		Energy & Climate Total	18.55	26
	Food & Dining	OP-7: Dining Service Procurement	3.06	8
		OP-8: Food Recovery	2	2
		Food & Dining Total	5.06	10
	Procurement & Waste	OP-9: Sustainable Procurement System	1.72	7
		OP-10: Purchased Goods	0.99	4
		OP-11: Materials Management	3.5	4
		OP-12: Waste Generation and Recovery	2.73	5
Grounds Total		8.94	20	
Transportation	OP-13: Vehicle Fleet	0.34	2	
	OP-14: Commute Modal Split	5.28	6	
	OP-15: Air Travel	2	2	
	Transportation Total	7.62	10	
		OPERATIONS TOTAL	46.61	86
Planning & Administration	Coordination & Planning	PA-1: Sustainability Coordination	1	1
		PA-2: Commitments and Planning	5.67	6
		PA-3: Institutional Governance	3.5	4
		Coordination & Planning Total	10.17	11

	Investment	PA-4: Sustainable Investment Program	3.67	4
		PA-5: Investment Holdings	0.75	3
		Investment Total	4.42	7
	Social Equity	PA-6: Institutional Climate	2.75	3
		PA-7: Racial and Ethnic Diversity	1.56	3
		PA-8: Gender Parity	2	2
		PA-9: Affordability and Access	0	3
		PA-10: Student Success	0	3
		Social Equity Total	6.31	14
	Wellbeing & Work	PA-11: Health, Safety and Wellbeing	2.86	3
		PA-12: Employee Rights	2.25	3
		PA-13: Pay Equity and Living Wage	1.95	5
		Wellbeing & Work Total	7.06	11
PLANNING & ADMINISTRATION TOTAL		27.96	43	
Innovation & Leadership	Innovation & Leadership	IL-3: Sustainability Course Inventory	1.0	1.0
		IL-5: Open Online Sustainability Course	1.0	1.0
		IL-9: Fair Trade Campus	1.0	1.0
		IL-11: Green Events Program	1.0	1.0
		IL-45: Bicycle Friendly Recognition	1.0	1.0
		IL-51: Sustainability Projects Fund	1.0	1.0
		IL-60: Collective Bargaining	0.5	0.5
		IL-65: Innovation A	1.0	1.0
		IL-66: Innovation B	1.0	1.0
		IL-67: Innovation C	1.0	1.0
INNOVATION & LEADERSHIP TOTAL		10.0	10	
SCORE		74.4		

APPENDIX B. Summary of changes between STARS 2.2 and 3.0

Category	Sub-category	Version 2.2	Version 3.0 New Credits and Indicators
Academics	Curriculum	AC 1: Academic Courses	AC 1: Sustainability Course Offerings 1.1 Percentage of academic departments with sustainability course offerings 1.2 Published sustainability course listings - The minimum target to earn full points has been raised from 90 to 100.
		AC 2: Learning Outcomes AC 3: Undergraduate Program	AC 2: Undergraduate Programs 2.1 Institutional sustainability learning outcomes for undergraduate students 2.2 Undergraduate programs with sustainability-focused learning requirements 2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements
		AC 4: Graduate Program	AC 3: Graduate Programs 3.1 Graduate programs with sustainability-focused learning requirements 3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements
		AC 5: Immersive Experience AC 8: Campus as a Living Laboratory	AC 4: Applied Learning 4.1 Applied learning for sustainability program
		AC 6: Sustainability Literacy Assessment	AC 5: Sustainability Literacy 5.1 Sustainability literacy assessment design and administration 5.2 Percentage of students assessed for sustainability literacy
		AC 7: Incentives for Developing Courses	AC 1: Sustainability Course Offerings 1.3 Support for academic staff to integrate sustainability into the curriculum

	Research	AC 9: Research and Scholarship	AC 6: Sustainability Research 6.1 Percentage of academic departments engaged in sustainability research 6.2 Incentives for sustainability research
		AC 10: Support for Sustainability Research (i)	
		AC 10: Support for Sustainability Research (ii)	AC 8: Responsible research and innovation 8.1 Published ethical code of conduct for research 8.2 Recognition of integrated, community-based and extra-academic research (NEW) 8.3 Inter-campus collaboration for responsible research and innovation (NEW) 8.4 Support for open access publishing
		AC 11: Open Access to Research	
N/A	AC 7: Center for Sustainability Research (NEW) 7.1 Organized sustainability research center, institute, or unit (NEW)		
Engagement	Campus Engagement	EN 1: Student Educators Program	EN 2: Co-Curricular Activities 2.1 Student sustainability organization 2.2 Sustainability-focused co-curricular activities 2.3 Percentage of students that participate in sustainability activities (NEW)
		EN 3: Student Life	
		EN 2: Student Orientation	EN 1: Outreach and Communications 1.1 Sustainability outreach and communications 1.2 Percentage of campus stakeholders reached through sustainability outreach and communications (NEW)
		EN 4: Outreach Materials and Publications	
	EN 5: Outreach Campaign		
	EN 8: Employee Orientation		
	Public Engagement	EN 6: Assessing Sustainability Culture	EN 4: Sustainability Culture Assessment 4.1 Sustainability culture assessment design and administration 4.2 Percentage of students assessed for sustainability culture (NEW) 4.3 Percentage of employees assessed for sustainability culture (NEW)
		EN 7: Employee Educators Program	EN 3: Staff Engagement and Training 3.1 Staff sustainability network or engagement program 3.2 Sustainability-focused training for employees 3.3 Percentage of employees that participate in sustainability activities (NEW)
EN 9: Staff Professional Development and Training			



	EN 10: Community Partnerships	EN 6: Community Partnerships 6.1 Sustainability-focused community partnerships 6.2 Partnerships to support underrepresented groups and vulnerable populations (NEW) 6.3 Community partnership assessment (NEW)
	EN 11: Inter-Campus Collaboration	EN 9: Inter-Campus Collaboration 9.1 Inter-campus collaboration for sustainability
	EN 12: Continuing Education	EN 5: Continuing Education 5.1 Continuing education offerings in sustainability
	EN 13: Community Service EN 14: Participation in Public Policy	EN 7: Civic Engagement 7.1 Percentage of students that participate in civic engagement programs (NEW) 7.2 Employee community service program 7.3 Support for public policies to advance sustainability
	EN 15: Trademark Licensing	OP 9.1 Supplier code of conduct
	N/A	EN 8: Shared Facilities (NEW) 8.1 Publicly shared facilities (NEW)
Buildings & Grounds	OP 1: Emissions Inventory and Disclosure OP 2: Greenhouse Gas Emissions	OP 6: Greenhouse Gas Emissions 6.1 Greenhouse gas emissions inventory and disclosure - Biogenic emissions and all scope 3 sources must be measured and disclosed in full to earn all of the available points. 6.2 Greenhouse gas emissions per square meter (NEW) 6.3 Greenhouse gas emissions per person (NEW) 6.4 Adjusted net greenhouse gas emissions
	OP 3: Building Design and Construction	OP 1: Building Design and Construction 1.1 Percentage of new floor area designed and constructed to green building standards
	OP 4: Building Operations and Maintenance	OP 2: Building Operations and Maintenance 2.1 Percentage of existing buildings managed for sustainability performance
	OP 21: Water Use OP 22: Rainwater Management	OP 3: Water Use 3.1 Potable water use per person 3.2 Potable water use per square meter 3.3 Systems for water recovery and return 3.4 Ratio of water recovered/returned to total water withdrawal (NEW)

		OP 9: Landscape Management OP 10: Biodiversity	OP 4: Ecologically Managed Grounds 4.1 Organic landscaping/grounds service 4.2 Ratio of ecologically managed green space to total managed green space (NEW)
	Energy & Climate	OP 5: Building Energy Efficiency OP 6: Clean and Renewable Energy	OP 5: Energy Use 5.1 Energy consumption per square meter 5.2 Energy consumption per person 5.3 Percentage of energy from renewable sources 5.4 Percentage of electricity from on-site or certified renewable sources (NEW)
	Food & Dining	OP 7: Food and Beverage Purchasing	OP 7: Dining Services Procurement 7.1 Percentage of food and beverage spend that meets sustainability criteria 7.2 Percentage of dining service spend with social impact suppliers (NEW)
		OP 8: Sustainable Dining	OP 8: Food Recovery 8.1 Food recovery program
	Procurement & Waste	OP 11: Sustainable Procurement	OP 9: Sustainable Procurement System 9.1 Supplier code of conduct 9.2 Percentage of bid solicitations that identify sustainability considerations (NEW) 9.3 Average weight given to sustainability considerations in bid appraisal (NEW) 9.4 Percentage of contract spend with social impact suppliers (NEW)
		OP 12: Electronics Purchasing OP 13: Cleaning and Janitorial Purchasing OP 14: Office Paper Purchasing	OP 10: Purchased Goods 10.1 Percentage of cleaning products spend that meets sustainability criteria 10.2 Percentage of electronics spend meets sustainability criteria 10.3 Percentage of furniture spend that meets sustainability criteria (NEW) 10.4 Percentage of office paper spend that meets sustainability criteria
		OP 18: Waste Minimization and Diversion OP 19: Construction and Demolition Waste Diversion	OP 12: Waste Generation and Recovery 12.1 Non-hazardous waste generated per person 12.2 Non-hazardous waste generated per square meter 12.3 Percentage of non-hazardous waste diverted from disposal 12.4 Percentage of construction and demolition waste diverted from disposal

		OP 20: Hazardous Waste Management	OP 11: Materials Management 11.1 Surplus and reuse programs (NEW) 11.2 Single-use disposable plastics program (NEW) 11.3 Electronic waste management 11.4 Hazardous waste management and disclosure - Disclosure of hazardous waste is now required to earn full points.
	Transportation	OP 15: Campus Fleet	OP 13: Vehicle Fleet 13.1 Percentage of fleet vehicles that are electric vehicles
		OP 16: Commute Modal Split	OP 14: Commute Modal Split 14.1 Percentage of students and employees using more sustainable commuting options
		OP 17: Support for Sustainable Transportation	Removed
		N/A	OP 15: Air Travel (NEW) 15.1 Air travel reduction and mitigation (NEW)
Planning & Administration	Coordination & Planning	PA 1: Sustainability Coordination	PA 1: Sustainability Coordination 1.1 Coordinating committee, officer, or office for sustainability
		PA 2: Sustainability Planning	PA 2: Commitments and Planning 2.1 Public sustainability commitment (NEW) 2.2 Measurable sustainability objectives 2.3 Climate resilience assessment and planning (NEW)
		PA 3: Inclusive and Participatory Governance	PA 3: Institutional Governance 3.1 Student participation in governance 3.2 Academic staff participation in governance 3.3 Non-academic staff participation in governance 3.4 Community participation in governance
	Investment	PA 4: Reporting Assurance	PRE 4: Reporting Methodologies Innovation & Leadership Credit Catalog

Social Equity	PA 9: Committee on Investor Responsibility PA 10: Sustainable Investment PA 11: Investment Disclosure	<p>PA 4: Sustainable Investment Program</p> <p>4.1 Sustainable investment policy or committee 4.2 Negative screening and divestment 4.3 Investor engagement</p> <p>PA 5: Investment Holdings</p> <p>5.1 Investment holdings disclosure 5.2 Percentage of the investment pool allocated to positive sustainability investments - To earn full points, 100% of the investment pool must now be allocated to positive sustainability investments</p>
	PA 4: Diversity and Equity Coordination	Removed
	PA 6: Assessing Diversity and Equity PA 7: Support for Underrepresented Groups	<p>PA 6: Institutional Climate</p> <p>6.1 Support for students from underrepresented groups 6.2 Support for employees from underrepresented groups 6.2 Institutional climate assessment</p>
	N/A	<p>PA 7: Racial and Ethnic Diversity (NEW)</p> <p>7.1 Ethnic diversity index (NEW) 7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students (NEW) 7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees (NEW)</p>
	N/A	<p>PA 8: Gender Parity (NEW)</p> <p>8.1 Percentage of students with marginalized gender identities (NEW) 8.2 Percentage of employees with marginalized gender identities (NEW)</p>
	PA 8: Affordability and Access	<p>PA 9: Affordability and Access</p> <p>9.1 Number of paid work hours per year required to meet the average net price of attendance for low-income students (NEW) 9.2 Percentage of students that are low-income 9.3 Legacy and donor admissions (NEW)</p>

		N/A	<p>PA 10: Student Success (NEW)</p> <p>10.1 Completion rate for low-income students</p> <p>10.2 Completion rate for students with marginalized gender identities (NEW)</p> <p>10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates (NEW)</p>
	Wellbeing & Work	PA 12: Employee Compensation	<p>PA 13: Pay Equity and Living Wage</p> <p>13.1 Internal pay equity assessment (NEW)</p> <p>13.2 Percentage of employees that receive a living wage</p> <p>13.3 Percentage of significant contractors that pay a collectively determined or living wage</p>
		PA 13: Assessing Employee Satisfaction	<p>PA 4: Institutional Climate</p> <p>4.3 Institutional climate assessment</p>
		PA 14: Wellness Programs PA 15: Workplace Health and Safety	<p>PA 11: Health, Safety and Wellbeing</p> <p>11.1 Student wellbeing and assistance programs</p> <p>11.2 Employee wellbeing and assistance programs</p> <p>11.3 Smoke free environments</p>
		N/A	<p>PA 12: Employee Rights (NEW)</p> <p>12.1 Number of weeks of paid maternity leave (NEW)</p> <p>12.2 Percentage of employees eligible for paid all-gender family/medical leave (NEW)</p> <p>12.3 Published measures to protect employee rights (NEW)</p>
Innovation & Leadership	Reporting Methodologies	<ul style="list-style-type: none"> - Each IN credit is worth a maximum of 0.5 bonus points. - A maximum of 4 bonus points may be earned. - Bonus points are added to an institution's raw score to determine its overall score. 	<ul style="list-style-type: none"> - Each IL credit is worth a maximum of 1 bonus point. - A maximum of 10 bonus points may be earned. - Bonus points are added to the total number of points earned by an institution.

APPENDIX C. List of data contributors

We would like to extend our special thanks to the offices and departments who contributed to Concordia's 2025 STARS submission.

Office of the Provost and Vice-President, Academic

Campus Wellness and Support Services
Centre for Continuing Education
Innovation in Teaching and Learning Office
Dean of Students Office
Equity Office
Financial Aid and Awards Office
Institutional Planning and Analysis Office
Lifelong Learning
Office of Community Engagement

Office of the Vice-President, Research and Graduate Studies

Office of Research
School of Graduate Studies

Office of the Vice-President, Services and Sustainability

Campus Safety and Prevention Services
Concordia Food Services (Hospitality Concordia)
Environmental Health and Safety
Human Resources
Office of Sustainability
Project Management (Facilities Management)
Property Management (Facilities Management)
Service Centres (IITS)
SIS Planning and Support Office (IITS)
Strategic Planning & Development (Facilities Management)

Office of the Chief Financial Officer

Office of the Treasurer
Financial Planning & Budgets Office
Procurement Services

Office of the President and Vice-Chancellor
Government Relations

University Secretariat
Office of the University Secretariat