

# Champlain College

The following information was submitted through the [STARS Reporting Tool](#).

**Date Submitted:** Feb. 26, 2015

**STARS Version:** 2.0

# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>11</b>
Curriculum	11
Research	35
<b>Engagement</b>	<b>39</b>
Campus Engagement	39
Public Engagement	65
<b>Operations</b>	<b>78</b>
Air & Climate	78
Buildings	88
Dining Services	98
Energy	105
Grounds	113
Purchasing	120
Transportation	132
Waste	145
Water	157
<b>Planning &amp; Administration</b>	<b>165</b>
Coordination, Planning & Governance	165
Diversity & Affordability	187
Health, Wellbeing & Work	202
Investment	212
<b>Innovation</b>	<b>216</b>
Innovation	216

*The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.*

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

---

"---" indicates that no data was submitted for this field

## Institution type:

Baccalaureate

## Institutional control:

Private non-profit

## Which campus features are present and included in the institutional boundary?:

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	No	No
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	No	No
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	No	No
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	No	No
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No

## Reason for excluding agricultural school:

---

**Reason for excluding medical school:**

---

**Reason for excluding pharmacy school:**

---

**Reason for excluding public health school:**

---

**Reason for excluding veterinary school:**

---

**Reason for excluding satellite campus:**

---

**Reason for excluding hospital:**

---

**Reason for excluding farm:**

---

**Reason for excluding agricultural experiment station:**

---

**Narrative:**

---

# Operational Characteristics

## Criteria

n/a

---

### Submission Note:

Residential space is GSF, not SF

"---" indicates that no data was submitted for this field

### Endowment size:

14,613,080 US/Canadian \$

### Total campus area:

24 Acres

### IECC climate region:

Cold

### Locale:

Large town

### Gross floor area of building space:

532,652 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

764 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

13,319 Square Feet

### Floor area of residential space:

274,071 Square Feet

**Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	1
Wind	---
Other (please specify and explain below)	---

**A brief description of other sources of electricity not specified above:**

Burlington Electric Department is the source for most electricity

<https://www.burlingtonelectric.com/about-us/what-we-do/where-we-get-our-power>

- this has not been updated since 2012, but now BED is 100% renewable.

<http://www.pbs.org/newshour/bb/vermont-city-come-rely-100-percent-renewable-energy/>

Solar PV on our Lakeside building generates ~ 47,000 KWH/year

**Energy used for heating buildings, by source::**

	Percentage of total energy used to heat buildings (0-100)
--	---

<b>Biomass</b>	---
<b>Coal</b>	---
<b>Electricity</b>	---
<b>Fuel oil</b>	---
<b>Geothermal</b>	---
<b>Natural gas</b>	---
<b>Other (please specify and explain below)</b>	---

**A brief description of other sources of building heating not specified above:**

Geothermal usage is now (as of Feb. 2015) used in 21.5% of our total GSF of campus - but we do not yet have a measurement tool to track actual production.



# Academics and Demographics

## Criteria

n/a

---

"---" indicates that no data was submitted for this field

### Number of academic divisions:

7

### Number of academic departments (or the equivalent):

47

### Full-time equivalent enrollment:

2,458

### Full-time equivalent of employees:

495

### Full-time equivalent of distance education students:

1,187

### Total number of undergraduate students:

2,357

### Total number of graduate students:

546

### Number of degree-seeking students:

4,090

### Number of non-credit students:

0

### Number of employees:

684

### Number of residential students:

1,180

**Number of residential employees:**

6

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

<b>Credit</b>
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

## Responsible Party

**Becky Peterson**

Registrar

Advising & Registration

---

## Criteria

### *Part 1*

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

**Figures required to calculate the percentage of courses with sustainability content::**

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	696	125
<b>Number of sustainability courses offered</b>	14	0
<b>Number of courses offered that include sustainability</b>	11	0

**Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):**

6

**Total number of academic departments (or the equivalent) that offer courses (at any level):**

7

**Number of years covered by the data:**

One

**A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):**

---

**An inventory of the institution's course offerings with sustainability content (and course descriptions):**

ENP 100 - Introduction to Environmental Issues

Teaches the multidisciplinary approach necessary for successful investigation and resolution of environmental issues. Social and natural sciences are presented as means by which such issues may be quantified and evaluated. Successful and unsuccessful efforts of resolving environmental issues using combinations of means are investigated and discussed. Emphasis is placed on defining, retaining or restoring sustainable global ecosystems.

Credits: 3

EHS

ENP 200 - Sustainability and Environmental Policy

Students will examine how the political vision developed by our forefathers, based on maximum exploitation of seemingly unlimited natural resources, has shaped policy and management and has led to current pressing environmental issues. Students will explore the history of US environmental policy and its role in forming domestic and international policies and laws. The evolution of the concept of sustainability and how that is shaping natural resource policy and management both nationally and globally will be considered in-depth.

Prerequisites: ENP-100

Credits: 3

EHS

#### ENP 210 - The Environmental Impact of Consumerism

Students will examine consumerism both personally and globally as it impacts the environment, in an era where people are often considered “consumers” first and “citizens” second. Through recent writings, websites and examining personal habits we will evaluate social, environmental and psychological impacts of consumerism and materialist values and compare them to cultures with alternative worldviews. We will test tools for analysis, consider ethical guidelines for personal and institutional choices, and review initiatives for how to move to a less consumptive society.

Prerequisites: ENP-100 or SCI-150 or co-requisite COR-210.

Credits: 3

EHS

#### ENP 250 - Environmental Policy and Globalization

Students will explore the complex concept of globalization, its history and global impacts, to develop a working definition. From that, students will examine the institutional structures economic drivers, cultural, ethical and political implications of globalization through the lens of environmental issues. Environmental policies politics and the role of international institutions and multinational corporations will be investigated as they contribute to environmental degradation or sustainability. Antiglobalization and counter movements will also be considered.

Prerequisites: ENP-200

Credits: 3

EHS

#### ENP 300 - Place-Based Environmental Policy

Students will engage in a place-based approach to understanding our relationship with the environment. Applied examples of innovative sustainability initiatives and policies will be investigated through field trips, readings and guest speakers. Students will gain a deeper understanding of local issues and solutions and how they fit into national and global contexts and how they can be implemented to work for change.

Prerequisites: SCI-150 MUST BE TAKEN AS A PRE-REQUISITE OR A CO-REQUISITE.

Credits: 3

EHS

#### ENP 400 - Environmental Policy Assessment and Development

This course will critique environmental policies of the United States of America, the United Nations and one other nation. The goals of these policies will be identified. The success of these policies, in terms of the goals they have set for themselves will be evaluated. Students will develop and present alternatives for improving or replacing existing policies.

Prerequisites: ENP-200.

Credits: 3

EHS

#### ENP 450 - Environmental Decision Making

Students will explore the several modes of making environmental policy decisions: Technical Analyses, Cost-Effectiveness, Benefit/Cost Analyses, Risk Assessments, Alternatives Assessment, Environmental Impact Analyses, and Ethical Analyses. They will be assigned an environmental policy question and prepare a written report, presented orally, containing their policy recommendations on this question and defending these recommendations on the basis of these decision making models.

Prerequisites: ENP-200.

Credits: 3

EHS

### ENP 490 - Environmental Policy Internship

Students will complete a two credit internship experience that will reflect the focus area they have chosen with the faculty advisor. The internship will provide experience in the field exposure to issues, and an opportunity for integration and reflection. Choice of internship site will be related to Focus Area chosen.

Prerequisites: ENP-450

Credits: 3

EHS

### SCI 100 - Sino-American Exchange For Environmental Leadership

Students study regional natural history and natural resource management in a three week summer, residential field program based at Champlain College. Each American student is required to investigate specific and current hot topics in environmental policy with a Chinese student. Prior to the field program, students will develop a review paper addressing the complexity of the topic that they have selected. During the program, they will have an opportunity to visit sites and meet with professionals directly associated with their topic. Students will have access to technology to continue research on the Champlain campus. At the close of the program, American and Chinese students will co-author a position statement and offer a public presentation of their findings on campus. Effective student papers will be published in Green Across the Pacific's annual magazine and distributed to policy makers and the general public to further meaningful debate about regional natural resource management and sustainability. This independent, student-driven work will be embedded in the context of a broad overview of the region's natural history, economy and politics. Sharing this work with Chinese students will broaden the perspective and world view of all participants.

Credits: 3

ITS

### SCI 210 - Foundation of Ecology: an Exploration of the Local Bioregion

Students examine the processes influencing the distribution and abundance of organisms, the interactions among organisms, and the interactions between organisms and the transformation and flux of energy and matter through the lens of the local bioregion. Students explore the six ecological levels and analyze the effect of human interactions with these systems. Emphasis will be placed on interdependent relationships between and within ecological communities. This course includes two laboratory hours per week.

Prerequisites: SCI-150

Credits: 4

ITS

### COR 230 - Ethics & the Environment

The decisions that humans make about the environment today will decide the fate of future generations. Understanding the relationship between humans and the environment, along with the ethical frameworks used to interact with and make decisions about the environment, is of paramount importance. This course will investigate the origins and evolution of environmental ethics, as well as the contributions of scientific research and aesthetic expression, to trace human perceptions of the environment throughout history and address today's environmental issues.

Prerequisites: Complete COR-120 and COR-125 or COR-130 and ENG-112

Credits: 3

COR

### BUS 210 - Corporate Social Responsibility

This course explores how business can be a force for positive change in the world. Students examine how CSR is more than simply being 'less bad', but rather how being 'good' involves creating sustainable value both within a company and beyond. Through theoretical and hands-on exploration with CSR-minded companies, students learn how to balance the needs of a wide array of stakeholders, from shareholders to customers local communities, and even the natural environment to change the world through business.

Prerequisites: BUS-120

Credits: 3

BUS

### LEG 360 - Environmental Law

Environmental law is one of the most dynamic and exciting areas of law, and it plays a pivotal role in protecting the personal health and welfare of all people, guiding economic development and business life, and shielding our most precious natural treasures and resources from misuse or harm. Students examine a representative selection of federal statutes and regulations including, but not limited to the National Environmental Policy Act, the Endangered Species Act, and Clean Water and Air Acts.

Prerequisites: 60 completed credits and Legal Studies Major or Minor or Environmental Policy Major

Credits: 3

EHS

### COM 401 - Environmental Communication

Communication tools can allow us to understand the complex dimensions of a given environmental problem, and to form an effective and ethical response to that problem. In this seminar students will explore regional and global environmental challenges in the context of natural and human history, political and economic systems, and human and media communication framing. Students will select a specific, current topic in environmental policy to investigate, and formulate a strategic plan in response to the chosen problem.

Prerequisites: Communication majors and Environmental Policy majors with 60 credits or more; OR any COM 200 or 300 level course plus 90 credits

Credits: 3

CCM

### COR 120 - Concept of Community

In the age of instantaneous and open communication, economic globalism and intercontinental travel, never has the question of the possibilities and limits of human community been more important. What are the practices and institutions that bind us together? What are the structures of communities and how do these limit and define us as individuals? Exploring such questions through history, philosophy and economics, students will develop an interdisciplinary perspective on community in the modern world and their place in it.

Prerequisites: COR-110, COR-115 COR-125 IS THE REQUIRED COREQUISITE COURSE

Credits: 3

COR

### COR 210 - Scientific Revolutions

The challenges of the 21st century demand an understanding of the nature and limitations of scientific thinking, the place of science within society, and its relationship to other forms of human thought and expression such as religion art and literature. This course will examine three major transformations of scientific ideas and their social and historical context, and will help students gain a broad understanding of the relationship of scientific ideas to other forms of thought and expression.

Prerequisites: Complete COR-120 and COR-125 or COR-130 and ENG-112

Credits: 3

COR

### COR 310 - Technology & Development

Is the world getting better? Is there such a thing as global “progress” and, if so, what does it look like? Students will examine the idea of progress from different theoretical, cultural and marginalized perspectives, considering how progress has been defined, by whom, and by which standards. They will apply their understandings of progress to contemporary global phenomena such as economic globalization, international organizations, violent conflict, interactions between humans and the environment, and the spread of new technologies.

Prerequisites: COR-210, COR-220, COR-230, COR-240 COR-320 is the required corequisite course.

Credits: 3

COR

### COR 320 - International Cultural Studies

Are human rights universal? Should they be? This course uses film, fiction, and other contemporary media and traditional sources to explore how different groups of people around the world define and debate human rights. Students will investigate how a variety of



religious, philosophical, and social traditions challenge contemporary efforts to find a global definition of human rights.

Prerequisites: COR-210, COR-220 COR-230 COR-240 COR-310 is the required corequisite course.

Credits: 3

COR

#### COR 330 - International Cultural Studies

In an interconnected world, what makes particular peoples or places unique? How do the forces of tradition and change play out in different local contexts? Each COR 330 section allows students guided by faculty with relevant expertise, to gain in-depth knowledge of a particular people culture, and/or region. Students generate their own questions about continuity and change as the global meets the local, and participate in a dialogue about the various topics studied in all COR 330 courses.

Prerequisites: Complete four 200-level Core courses

Credits: 3

COR

#### EVT 450 - Event Management Seminar

Students will learn the skills necessary for executing a wide variety of events, including corporate, social, sport, cultural entertainment, fundraising and publicity applications. Topics include site selection program design and planning timelines, as well as detailed logistical preparation such as registration or ticket sales, audio/visual and production requirements, food & beverage needs room setups, décor/ambience, crowd control security, staffing and post-event evaluation. Students complete a series of projects that illustrate a range of challenges inherent in event planning and coordination.(Offered Fall only)

Prerequisites: TAKE EVT-125 AND EITHER MKT-110-OR BUS-120.

Credits: 3

BUS

#### INV 430 - Social Entrepreneurship

Addresses the opportunities and challenges faced by social entrepreneurs as they build cooperative ventures with non-profits, governments, NGOs and businesses to address world problems. Innovation entrepreneurial thinking and global awareness are merged to help students think creatively about causes and solutions to public challenges and to analyze the economic, social, and political context that defines entrepreneurial opportunity. Students will be exposed to the mechanics of starting or managing a social enterprise with an eye toward sustainability, impact, innovation and leadership.

Prerequisites: MGT-365 OR PERMISSION OF DEAN.

Credits: 3

BUS

#### MKT 340 - Non Profit & Social Marketing

Nonprofit and social marketing is geared toward furthering a cause, raising money or awareness and changing behavior. Students will engage in an integrated Service Learning project where they will help a non-profit with their marketing efforts. Guided reflection, in-depth examples and guest speakers will help students apply the material learned in the course. This course will utilize an online course management system for assignment submission, reflection and interaction outside of class. Reliable Internet access outside of class required.

Prerequisites: MKT-110 or BUS-120. Must complete 60 credits before taking this course.

Credits: 3

BUS

#### MIL 14 - Orienteering

Basic practical skills such as maps, compass, and environmental awareness. Classroom participation written exams, and completion of an orienteering course determine student grades. Open to all first-year and sophomore students. This course is held at UVM.

Credits: 1

### MIL 19 - Backpacking

Rechniques of planning and organizing a backpacking trip. Basic instruction includes clothing, equipment, and environmental awareness. Includes one overnight backcountry trek. Student grades determined bu class participation and participation in the practical exercise. Open to all first-year and sophomore students. This course is held at UVM.

Credits: 1

### WRT 280 - Reading & Writing in the Wilderness

Combines the study of nature literature with an intensive, journal-based writing practice. The course includes two Saturday/Sunday excursions into local wilderness areas. We will read writers such as Emerson, Thoreau, Leopold Dillard, Halpern, Lord, Elder, and Carson. A continued emphasis is placed on improving writing skills. Note: students are responsible for providing their own equipment and food for the outings.

Prerequisites: ENG-112 OR COR-125

Credits: 3

CCM

### The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://catalog.champlain.edu/content.php?catoid=15&navoid=375>

### A brief description of the methodology the institution followed to complete the course inventory:

Review of course descriptions in Academic Catalog + a survey to all faculty in Fall 2014.

### How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

### A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

---

### Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis/dissertation	No

<b>Clinical</b>	No
<b>Physical education</b>	No
<b>Performance arts</b>	No

**Does the institution designate sustainability courses in its catalog of course offerings?:**

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

---

## Responsible Party

**Becky Peterson**  
Registrar  
Advising & Registration

---

## Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

---

### Submission Note:

Based on graduation rates for 2014

"---" indicates that no data was submitted for this field

### Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

131

### Total number of graduates from degree programs:

612

### A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

---

**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**

Environmental Policy majors

Any student in the Stiller School of Business

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):**

---

**The website URL where information about the institution's sustainability learning outcomes is available:**

---

# Undergraduate Program

---

## Responsible Party

**Valerie Esposito**

Environmental Policy Program Director  
Education & Human Services

---

## Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

---

"---" indicates that no data was submitted for this field

## Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

## The name of the sustainability-focused, undergraduate degree program (1st program):

Environmental Policy

## A brief description of the undergraduate degree program (1st program):

Unlike a typical program in environmental studies, the Environmental Policy major at Champlain is focused less on the theoretical aspects of environmental science and more on the action-oriented practicalities of what you can do to envision bold solutions and change things for the better. This major will give you concrete, hands-on tools—and experience applying them—that will set you apart when it comes time to market your degree to a potential employer.

Through this program, you'll gain the knowledge and skills to join the growing group of environmental professionals who are making policy decisions about the complex issues and multi-dimensional problems that affect the world we live in. Learn about the management of resources and waste in light of their effects on the planet; discover how to interpret statistics, communicate persuasively and guide public and private decision-making in ways that help protect the biosphere.

**The website URL for the undergraduate degree program (1st program):**

<http://www.champlain.edu/undergraduate-studies/majors-and-programs/environmental-policy-x14302.html>

**The name of the sustainability-focused, undergraduate degree program (2nd program):**

Stiller School of Business - all majors

**A brief description of the undergraduate degree program (2nd program):**

All undergraduate business students are required to take this course.

BUS 210 - CORPORATE SOCIAL RESPONSIBILITY

This course explores how business can be a force for positive change in the world. Students examine how CSR is more than simply being 'less bad', but rather how being 'good' involves creating sustainable value both within a company and beyond. Through theoretical and hands-on exploration with CSR-minded companies, students learn how to balance the needs of a wide array of stakeholders, from shareholders to customers local communities, and even the natural environment to change the world through business.

**The website URL for the undergraduate degree program (2nd program):**

<http://www.champlain.edu/academics/academic-divisions/robert-p-stiller-school-of-business>

**The name of the sustainability-focused, undergraduate degree program (3rd program):**

---

**A brief description of the undergraduate degree program (3rd program):**

---

**The website URL for the undergraduate degree program (3rd program):**

---

**The name and website URLs of all other sustainability-focused, undergraduate degree program(s):**

---

**Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:**

Yes

**The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):**

Environmental Policy (minor)

**A brief description of the undergraduate minor, concentration or certificate (1st program):**

Awareness of environmental issues has penetrated every aspect of our culture—from business, to schools, to government—and the relentless public and private pressure to proactively address environment concerns is changing the way we live and work.

**The website URL for the undergraduate minor, concentration or certificate (1st program):**

<http://www.champlain.edu/academics/undergraduate-academics/minors/environmental-policy-minor>

**The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):**

---

**A brief description of the undergraduate minor, concentration or certificate (2nd program):**

---

**The website URL for the undergraduate minor, concentration or certificate (2nd program):**

---

**The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):**

---

**A brief description of the undergraduate minor, concentration or certificate (3rd program):**

---

**The website URL for the undergraduate minor, concentration or certificate (3rd program):**

---

**The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:**

---



## Responsible Party

**Julian Portilla**  
Assistant Professor  
EHS

---

## Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

---

"---" indicates that no data was submitted for this field

## Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

## The name of the sustainability-focused, graduate-level degree program (1st program):

Master of Science in Mediation & Applied Conflict Studies

## A brief description of the graduate degree program (1st program):

Champlain College's Master of Science in Mediation & Applied Conflict Studies will give you the education you need to become a skilled, confident professional in conflict engagement and resolution.

Benefits of the MS in Mediation & Applied Conflict Studies

Explore and practice real-world conflict-resolution skills. While many programs excel in theory, Champlain's mediation program's strong theoretical foundation, coupled with intensive hands-on experience, will give you a solid grounding in the best practices in this important field

Tailor your education to your specific interests. The program offers a number of opportunities to customize your education to areas of specialization including organizations, community work, policy dialogues, environmental policy and family mediation

Program was developed by mediation and conflict intervention professionals. Our faculty will guide you in establishing a network of professional contacts and affiliations that will allow you to enter into your own practice immediately after graduation

Three distinctive residencies on our Burlington campus. Spend time in beautiful Burlington, Vermont working with students on how to interact in face-to-face conflict scenarios.

**The website URL for the graduate degree program (1st program) :**

<http://www.champlain.edu/mediation-degree/masters-mediation-and-applied-conflict-studies>

**The name of the sustainability-focused, graduate-level degree program (2nd program):**

---

**A brief description of the graduate degree program (2nd program):**

---

**The website URL for the graduate degree program (2nd program):**

---

**The name of the sustainability-focused, graduate-level degree program (3rd program):**

---

**A brief description of the graduate degree program (3rd program):**

---

**The website URL for the graduate degree program (3rd program):**

---

**The name and website URLs of all other sustainability-focused, graduate-level degree program(s):**

---

**Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:**

No

**The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):**

---

**A brief description of the graduate minor, concentration or certificate (1st program):**

---

**The website URL for the graduate minor, concentration or certificate (1st program):**

---

**The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):**

---

**A brief description of the graduate minor, concentration or certificate (2nd program):**

---

**The website URL for the graduate minor, concentration or certificate (2nd program):**

---

**The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):**

---

**A brief description of the graduate minor, concentration or certificate (3rd program):**

---

**The website URL for the graduate minor, concentration or certificate (3rd program):**

---

**The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:**

---

# Immersive Experience

## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Sustainability Literacy Assessment

## Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Incentives for Developing Courses

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

---

*"---" indicates that no data was submitted for this field*

## Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

## A brief description of the program(s), including positive outcomes during the previous three years:

Starting in the fall of 2013, the Sustainability Faculty Fellows Program at the University of Vermont (UVM) was opened to faculty members from Champlain. We had one faculty member participate this year in 2013-2014; three participate in 2014-2015.

## A brief description of the incentives that faculty members who participate in the program(s) receive:

The year-long trainings, workshops and resources from the UVM are available to the Champlain faculty. The stipend is not.

## The website URL where information about the incentive program(s) is available:

<http://www.uvm.edu/sustain/sustain/sustainability-at-uvm/programs/sustainability-faculty-fellow>

s

# Campus as a Living Laboratory

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

---

### Submission Note:

Each semester the Sustainability Director sends a list of possible campus projects to faculty to use for class or individual projects, internships, etc.

"---" indicates that no data was submitted for this field

**Is the institution utilizing the campus as a living laboratory in the following areas?:**

	Yes or No
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	---
<b>Grounds</b>	Yes
<b>Purchasing</b>	Yes
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	Yes
<b>Public Engagement</b>	No
<b>Other</b>	---

**A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive**



**outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:**

Students in Environmental Policy courses laid the groundwork for Champlain to become a Fair Trade Campus. A student employee then completed the process.

**A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:**

Foundations of Ecology class projects - annual stormwater management maintenance on the constructed wetland behind Perry Hall; conducting campus tree inventory

Environmental Policy Senior Capstone Project on rain garden design for the campus (2014).

**A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:**

Students in Environmental Policy courses laid the groundwork for becoming a Fair Trade Campus. A student employee then completed the process.

Students in an Environmental Policy class are studying about conflict-free campuses and working with our Information Services department regarding ethical electronics purchasing for the college.

**A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:**

Environmental Earth Science classes have worked on an anti-idling policy for the campus (2014) and bicycle infrastructure usage data collection (2015).

**A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:**

Sustainability office hosts an annual internship that focuses on waste reduction and diversion systems for the campus.

Senior Graphic Design capstone designed our current "Sort it Out" logo (2012)

**A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:**

Environmental policy class (Ecological Economics) has studied the divestment movement and is working on this for Champlain's endowment.

**A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:**

---

**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

---

**The website URL where information about the institution's campus as a living laboratory program or projects is available:**

<http://www.champlain.edu/faculty-and-staff/campus-information/sustain-champlain-fac-staff/resources/sustainability-in-the-classroom/faculty-resources>

# Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

# Academic Research

## Criteria

### *Part 1*

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

---

This credit was marked as **Not Applicable** for the following reason:

*Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.*

# Support for Research

## Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

---

This credit was marked as **Not Applicable** for the following reason:

*Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.*

## Access to Research

### Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

---

This credit was marked as **Not Applicable** for the following reason:

*Research is not considered in faculty promotion or tenure decisions as a matter of policy or standard practice*

# Engagement

## Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

---

"---" indicates that no data was submitted for this field

**Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:**

Yes

**Number of degree-seeking students enrolled at the institution:**

4,090

**Name of the student educators program (1st program):**

Eco-Reps Program

**Number of students served (i.e. directly targeted) by the program (1st program):**

1,180



## **A brief description of the program, including examples of peer-to-peer outreach activities (1st program):**

Based on social psychology and community based social marketing theory, Eco-Reps are peer educators within college residence halls. They model environmentally responsible living behaviors and conduct education and outreach to fellow residents. Eco-Rep activities are generally focused within the residential areas of campus, but can spill out into broader campus issues when most applicable. The Champlain College Eco-Reps are residential students who help raise awareness about ecological issues and encourage environmentally responsible behavior of campus residents. Eco-Reps educate their residence hall mates about environmental issues such as waste reduction and energy conservation. They also collaborate on related activities in their residence halls with their Resident Assistant (RA) and LEAD Peer Advisor (PA). Eco-Reps act as the additional "eyes & ears" regarding the physical operations of the buildings and alert Physical Plant staff if necessary. Eco-Reps must attend training and planning meetings (Monday afternoons from 3:30-4:30pm).

### **Activity Examples:**

- Conduct pre/post test surveys to help evaluate the effectiveness of the program
- Set up an Eco-Bulletin board in their residence hall and post information
- Collaborate with residential life staff on res hall programming opportunities
- Collaborate with Peer Advisors to organize LEAD approved activities
- Conduct audits of the trash and recycling bins in their building
- Be a resource person for students in the residence hall
- Act as "eyes & ears" regarding res hall operations and report accordingly to Physical Plant staff
- Conduct energy audits of light bulbs and appliances in residence halls
- Conduct surveys about ecological issues
- Attend meetings to plan activities and provide feedback to the Sustainability Director
- Assist with waste reduction activities at move in/move out
- Set up and staff environmental information booths and exhibits
- Write articles about eco-topics for the student newspaper
- Go on tours of local sites such as Green Mountain Compost and the Material Recovery Facility
- Participate in Sustain Champlain committee and related working groups
- Develop programs and projects related to their interests

## **A brief description of how the student educators are selected (1st program):**

Eco-Reps must apply for the position, filling out a Student Leadership Application which also asks for a resume and references. A brief interview is held with chosen applicants.

### **TIME COMMITMENT:**

Eco-Reps commit an average of 4 hours/week including a 1-hour meetings on most Mondays (3:30-4:30pm). Much of your work will be done independently, on your own schedule. There will be requests for participation in occasional group events and training opportunities.

### **QUALIFICATIONS:**

- Effective communication skills (through a variety of means)
- Ability to work independently and collaboratively
- Ability to see projects through to completion
- Ability to learn information about environmental topics and relate that information to your peers
- Enthusiastic, engaging individuals who are passionate about environmental and social issues
- Students who can be held accountable for their work
- Creativity and fun

**WHAT'S IN IT FOR ECO-REPS:**

\$9.20/hour for four hours of work per week. (You do not have to be Work Study eligible, but you can use this position as a Work Study Job.)

Professional development, leadership, and peer education skills

Knowledge of environmental and social topics

The experience of working with other passionate students

**A brief description of the formal training that the student educators receive (1st program):**

Eco-Reps are trained and coordinated by the Sustainability Director who connects them to appropriate campus personnel and resources.

Student Eco-Reps will meet with Sustainability Director on a weekly basis. Each month will have a theme and related events & activities. Students will be provided related resources and to-do list for the month.

Themes: Recycling & Composting; Energy; Food; Transportation; Water; Conscious Consumption; Environmental Health & Justice

Training/Professional Development Topics: How to host an event; Effective Communication; Community Based Social Marketing; Time Management for Student Leaders; Collaborations across campus

Week 1: discuss topic, brainstorm activities

Week 2: campus manager/speaker relevant to topic; receive to-do list

Week 3: follow up on to-do list activities & events

Week 4: professional development speaker/workshop; to-do list due; next topic given to Eco-Reps

Throughout the year, student Eco-Reps will participate in a trainings that include: team-building exercises, program orientation, among other activities.

**A brief description of the financial or other support the institution provides to the program (1st program):**

Eco-Reps are paid \$9.60 an hour which is paid from the Physical Plant budget & Work Study, and supported with programming funds and staffing from the Sustainability Director's Office with Christina Erickson.

**Name of the student educators program (2nd program):**

---

**Number of students served (i.e. directly targeted) by the program (2nd program):**

---

**A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):**

---

**A brief description of how the student educators are selected (2nd program):**

---

**A brief description of the formal training that the student educators receive (2nd program):**

---

**A brief description of the financial or other support the institution provides to the program (2nd program):**

---

**Name of the student educators program (3rd program):**

---

**Number of students served (i.e. directly targeted) by the program (3rd program):**

---

**A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):**

---

**A brief description of how the student educators are selected (3rd program):**

---

**A brief description of the formal training that the student educators receive (3rd program):**

---

**A brief description of the financial or other support the institution provides to the program (3rd program):**

---

**Name(s) of the student educator program(s) (all other programs):**

---

**Number of students served (i.e. directly targeted) by all other student educator programs:**

---

**A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):**

---

**A brief description of how the student educators are selected (all other programs):**

---

**A brief description of the formal training that the student educators receive (all other programs):**

---

**A brief description of the financial or other support the institution provides to the program (all other programs):**

---

**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:**

---

**The website URL for the peer-to-peer student outreach and education program(s):**

---

# Student Orientation

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

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

---

*"---" indicates that no data was submitted for this field*

## **The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:**

100

## **A brief description of how sustainability is included prominently in new student orientation:**

Sustainability Director gives an overview at an all-student gathering, hands out re-useable water bottles to all students, shows "Sort it Out" waste reduction video.

We also hold a Zero Waste BBQ for new students and their families.

## **The website URL where information about sustainability in student orientation is available:**

<http://www.champlain.edu/admitted-students/admitted-undergraduate-students/orientation/august-orientation/august-orientation-schedule>

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

---

*"---" indicates that no data was submitted for this field*

**Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:**

	<b>Yes or No</b>
--	------------------

<b>Active student groups focused on sustainability</b>	Yes
<b>Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	Yes
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	Yes
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	---
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	No
<b>Programs through which students can learn sustainable life skills</b>	No
<b>Sustainability-focused student employment opportunities offered by the institution</b>	---
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	---
<b>Other co-curricular sustainability programs and initiatives</b>	Yes

**The name and a brief description of each student group focused on sustainability:**

Eco-Reps (co facilitated by staff & student)

**The website URL where information about student groups is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/eco-reps-program>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

Started in the spring of 2011, the community garden originated by request of students, faculty and staff, as was approved by President Sustainability with support of the Physical Plant Grounds Staff. The community garden is located beside Rowell Annex and has 27 plots available for individual use by Champlain college community members.

**The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/community-garden>

**A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:**

The Lodge offers more than just coffee and typical snacks - they will have products from local businesses such as The Skinny Pancake, Lake Champlain Chocolates, Myer's Bagels, and Vermont Smoke and Cure. The Lodge also serves as a platform for Bring Your Own Business (BYOBiz) and other student-owned businesses to sell their products. Among the offerings: handcrafted Bee Cozy hats by Shelby Dickinson '14 and BorderLine Designs screen printed shirts by Brian Culmo '15 - targeted to the Champlain student demographic.

Hall and Benzt have assembled a team of Champlain students to help run and manage the business, taking advantage of the diverse skill sets of students majoring in business, marketing, communications, and graphic design. "We all hail from all different areas of study and together will create a balanced team with a common purpose," Hall explained.

(Lodge was open & operated for 2012-2014).

**The website URL where information about the student-run enterprise(s) is available:**

<http://www.champlain.edu/faculty-and-staff/campus-information/campus-planning-and-auxiliary-services/auxiliary-services/dining-and-retail-food-options/the-lodge>

**A brief description of the sustainable investment or finance initiatives:**



Initiated in 2013, the Champlain College Green Revolving Fund (GRF) is an investment fund that finances energy efficiency, renewable energy, and other sustainability projects on campus. The Fund provides capital for special projects conducted by Physical Plant that reduce environmental impact and can repay the fund with cost-savings within five years. A portion of these savings are used to support a subsidiary Green Community Fund that finances smaller community-led sustainability projects which may lack monetary savings but are in clear alignment with Champlain College's sustainability objectives.

The fund will be managed by a GRF committee including: Physical Plant Director, Sustainability Director, Budget Director, or representative of Finance Office, One administrator, Representative of Advancement Office, Up to two (2) faculty members, and Two students, one of whom is appointed by the Student Government Association

**The website URL where information about the sustainable investment or finance initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/green-revolving-fund>

**A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:**

There is an annual Kill-A-Watt Challenge that occurs every year. The aim of this challenge is to raise student awareness regarding electricity conservation in Champlain College residence halls (and beyond!). This annual challenge is a collaborative project between Sustain Champlain and Residential Life.

Sustainability Spirit month over the course of February in which there is a series of films shown, speakers appearing on campus, and other great events.

**SPEAKERS**

We sponsor and collaborate on bringing speakers to campus whose topics range from local foods to climate change to environmental justice.

Past events include:

February 2014 - Sustainability Spirit Week featuring:

\* Sustain Condoms co-owner Mieka Hollendar

\*Sustainability Resource Fair

\*Screening of Idle-Threat: A Man on Emission; followed by Q&A with filmmaker and panel of local people involved with idling in VT

Fall 2012 collaboration with BYOBiz Speaking from Experience Series, including Pete Johnson of Pete's Greens

Spring 2011 Environmental Policy Speakers Series including: Tom Gebhard, Managing Director of Inspirra Energy and Principal Advisor at Neptune Wind; Keshia Ram, Vermont State Representative; Brian Tokar, Director of the Institute of Social Ecology

The Wisdom of Small Farms and Local Food with John E. Carroll, Professor, Environmental Conservation, University of New Hampshire

Green Grass and High Tides: Hope, Joy, and Opportunity within a New Green Economy, a panel of professors, farmers, and green engineers

Focus the Nation Kick-off Event with author Bill McKibben

"Chautauqua Seminar" series offered by the Core Division in 2014 was centered on the theme of Food.

**The website URL where information about the event(s) is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/speakers-and-events>

**A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:**

---

**The website URL where information about the cultural arts event(s) is available:**

---

**A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:**

It is the mission of the Champlain College Wilderness Program to provide quality outdoor experiential programming with the commitment to enrich institutional initiatives. The Wilderness Program is dedicated to broadening the student experience and expanding understanding of self and community through a wilderness concept and immersion.

**The website URL where information about the wilderness or outdoors program(s) is available:**

<http://www.champlain.edu/student-life/campus-life/activities-and-clubs/student-organizations/the-wilderness-program>

**A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:**

---

**The website URL where information about the theme is available:**

---

**A brief description of program(s) through which students can learn sustainable life skills:**

---

**The website URL where information about the sustainable life skills program(s) is available:**

---

**A brief description of sustainability-focused student employment opportunities:**

Work study and internship opportunities offered through the Sustainability Office.

**The website URL where information about the student employment opportunities is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/about-sustain-champlain/people-sustain-champlain>

**A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:**

---

**The website URL where information about the graduation pledge program is available:**

---

**A brief description of other co-curricular sustainability programs and initiatives:**

The Center for Service and Civic Engagement Office's (CSCE) mission is to provide the encouragement, resources and support that allow our students, faculty and staff to connect with the community — on local, national and global levels — through leadership, service, mentorship, partnership, reflection and dialogue.

**The website URL where information about other co-curricular sustainability programs and initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/center-for-service-and-civic-engagement>

# Outreach Materials and Publications

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

---

"---" indicates that no data was submitted for this field

**Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :**

	Yes or No
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

<b>A sustainability newsletter</b>	No
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	No
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	No
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

Central clearinghouse of information

**The website URL for the central sustainability website:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain>

**A brief description of the sustainability newsletter:**

---

**The website URL for the sustainability newsletter:**

---

**A brief description of the social media platforms that focus specifically on campus sustainability:**

Our blog that gets updated weekly with announcements, events, opportunities, etc.

<http://sustain.champlain.edu/>

Facebook

<https://www.facebook.com/SustainChamplain>

Twitter

<https://twitter.com/Champgreenteam>

**The website URL of the primary social media platform that focuses on sustainability:**

<http://sustain.champlain.edu/>

**A brief description of the vehicle to publish and disseminate student research on sustainability:**

---

**The website URL for the vehicle to publish and disseminate student research on sustainability:**

---

**A brief description of building signage that highlights green building features :**

We have a brochure for the LEED-Platinum Perry Hall that describes many of the features; physical signs in LEED-Gold Juniper Hall.

**The website URL for building signage that highlights green building features :**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/resources-sustain-champlain/green-walk-interpretive-signage>  
Campus Sustainability Data Collector | AASHE

**A brief description of food service area signage and/or brochures that include information about sustainable food systems:**

Signage in the dining hall regarding composting, fair trade products, local products

**The website URL for food service area signage and/or brochures that include information about sustainable food systems:**

<https://champlaindining.sodexomyway.com/planet/local.html>

**A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:**

Two signs in our Green Walk series - one about native landscaping and two about stormwater runoff/easement

**The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/resources-sustain-champlain/green-walk-interpretive-signage>

**A brief description of the sustainability walking map or tour:**

We have our "Green Walk" series of 12 exterior signs around the campus that describe various features.

**The website URL of the sustainability walking map or tour:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/resources-sustain-champlain/green-walk-interpretive-signage>

**A brief description of the guide for commuters about how to use alternative methods of transportation:**

Via our membership with CATMA

**The website URL for the guide for commuters about how to use alternative methods of transportation:**

<http://www.catmavt.org/>

**A brief description of the navigation and educational tools for bicyclists and pedestrians:**

Within our transportation website. Much more coming soon.

**The website URL for navigation and educational tools for bicyclists and pedestrians:**

<http://www.champlain.edu/current-students/campus-services/transportation-and-parking/bike>

**A brief description of the guide for green living and incorporating sustainability into the residential experience:**

Online material

**The website URL for the guide for green living and incorporating sustainability into the residential experience:**

[http://www.champlain.edu/Documents/Sustain-Champlain/GreenLivingGuide\\_Fall2013.pdf](http://www.champlain.edu/Documents/Sustain-Champlain/GreenLivingGuide_Fall2013.pdf)

**A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:**

occasional articles in the past; the student newspaper has gone through serious evolution and is in the process of re-creating itself.

**The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:**

---

**A brief description of another sustainability publication or outreach material not covered above (1st material):**

Champlain Explorer - newsletter of the campus - and Sustain Champlain has a regular section in this. The archive of past newsletters can be found on our PINTEREST.

**The website URL for this material (1st material):**

<https://www.pinterest.com/champlainnews/the-explorer-weekly-communications-newsletter/>

**Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):**

No

**A brief description of this material (2nd material):**

---

**The website URL for this material (2nd material):**

---

**Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):**

No

**A brief description of this material (3rd material):**

---

**The website URL for this material (3rd material):**

[Campus Sustainability Data Collector | AASHE](#)



---

**Does the institution produce another sustainability publication or outreach material not covered above? (4th material):**

No

**A brief description of this material (4th material):**

---

**The website URL for this material (4th material):**

---

**Does the institution produce another sustainability publication or outreach material not covered above? (5th material):**

---

**A brief description of this material (5th material):**

---

**The website URL for this material (5th material):**

---

**Does the institution produce another sustainability publication or outreach material not covered above? (6th material):**

---

**A brief description of this material (6th material):**

---

**The website URL for this material (6th material):**

---

**Does the institution produce another sustainability publication or outreach material not covered above? (7th material):**

---

**A brief description of this material (7th material):**

---

**The website URL for this material (7th material):**

---

**Does the institution produce another sustainability publication or outreach material not covered above? (8th material):**

---

**A brief description of this material (8th material):**

---

**The website URL for this material (8th material):**

---

# Outreach Campaign

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

### Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

### Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
  - Additional members of a mailing list or group
- 

"---" indicates that no data was submitted for this field

**Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

No

**The name of the campaign (1st campaign):**

Kill-A-Watt Challenge

**A brief description of the campaign (1st campaign):**

Annual energy savings campaign between residential halls

**A brief description of the measured positive impact(s) of the campaign (1st campaign):**

All told in 2012, we saw an average of 9% energy savings across all of our main campus buildings. Using a simplified formula (with a base of \$.10/kwh) we figured that we saved over \$2,600 of electricity during February (for main campus res halls).

For the 2013 Kill-a-Watt Challenge there was an average of a 6% drop in energy use across the main campus buildings as well as a savings of approximately \$1,520 for the month of February.

In 2014 we saw an average of 12% energy savings across all of our main campus buildings. Using a simplified formula (with a base of \$.12/kwh) we figured that we saved over \$2,900 worth of electricity during February (for main campus res halls). These savings will be transferred to student scholarships this year.

**The website URL where information about the campaign is available (1st campaign):**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/eco-reps-program/kill-a-watt-challenge>

**The name of the campaign (2nd campaign):**

---

**A brief description of the campaign (2nd campaign):**

---

**A brief description of the measured positive impact(s) of the campaign (2nd campaign):**

---

**The website URL where information about the campaign is available (2nd campaign):**

---

**A brief description of other outreach campaigns, including measured positive impacts:**

---

# Employee Educators Program

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Employee Orientation

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

---

*"---" indicates that no data was submitted for this field*

## **The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:**

100

## **A brief description of how sustainability is included in new employee orientation:**

The Sustainability Director is given a 30 minute segment in each month's orientation day for new employees.

## **The website URL where information about sustainability in new employee orientation is available:**

<http://www.champlain.edu/faculty-and-staff/human-resources/new-employee-information>

# Staff Professional Development

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
  - The opportunity to participate in an institutional sustainability committee or group
- 

## Submission Note:

Taking a year off in 2013-2014.

*"---" indicates that no data was submitted for this field*

## Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

## A brief description of the sustainability trainings and professional development opportunities available to staff :

The Employee Eco-Reps program is an opportunity for faculty and staff to be a part of the greater Sustain Champlain effort, at their own pace. Employees can find and share ideas on how to make their work life a bit greener.

Monthly topics include: Waste Reduction, Energy, Procurement, Kitchens & Shared Spaces, Transportation, Community Engagement and more.

There is also an online forum for idea-sharing on the best green workplace practices.

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

---

**The website URL where information about staff training opportunities in sustainability is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/employee-eco-reps>



# Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

# Community Partnerships

**Responsible Party**

**Christina Erickson**  
Sustainability Director  
Campus Planning

**Criteria**

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

---

"---" indicates that no data was submitted for this field

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:**

Yes

**A brief description of the institution’s supportive sustainability partnership(s) with the local community:**

The Sustainable Transportation Coordinator collaborates with the Burlington Walk and Bike Council, which works on improving the infrastructure and culture of bicycles and pedestrians in Burlington and on campus.

Champlain is a drop-off site for the Intervale Food Hub CSA.

Champlain collaborates with the Community Coalition on some projects, especially the annual Spring Move Out Project.

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:**

Yes

**A brief description of the institution's collaborative sustainability partnership(s):**

Our Center for Service & Civic Engagement has had long standing relationships with many organizations and institutions within our community. Students hold work study positions, conduct service, and we have a dedicated AmeriCorps VISTA position to support these [Campus Sustainability Data Collector](#) | [AASHE](#)

efforts.

<http://www.champlain.edu/student-life/campus-and-community-programs/center-for-service-and-civic-engagement/service-programs-csce/community-outreach>

and

<http://www.vtcampuscompact.org/2014-2015-vista-program-current.html>

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:**

Yes

**A brief description of the institution's transformative sustainability partnership(s) with the local community:**

The Sustainability Director is a member of the Burlington Sustainability Project steering committee that works together on initiatives ranging from business development to transportation to housing and environmental health, to ensure a thriving city for our children and our children's children.

**A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:**

---

**The website URL where information about sustainability partnerships is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/about-sustain-champlain>

# Inter-Campus Collaboration

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

---

*"---" indicates that no data was submitted for this field*

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:**

Sustain Champlain shares information about their sustainability initiatives freely with other colleges and universities in an effort to promote sustainability to best of their ability.

### **The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:**

AASHE and the Vermont Campus Sustainability Network

### **A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :**

The Vermont Campus Sustainability Network promotes environmental awareness and action on Vermont's campuses and within Vermont's larger communities through the free exchange of information, focused education and events, creative collaborations, and specific projects and initiatives. We believe that Vermont's campus communities have the knowledge, will, and resources to lead society-at-large to a more just, equitable, and environmentally sustainable future.

### **The website URL where information about cross-campus collaboration is available:**

<http://www.vtgreencampus.org/>

# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

### *Part 2*

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Community Service

---

## Responsible Party

**Maggie Melvin**

Assistant Director

Community Service & Civic Engagement

---

## Criteria

### *Part 1*

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

### *Part 2*

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

---

*"---" indicates that no data was submitted for this field*

## Number of students engaged in community service:

452

## Total number of students :

2,357

## Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

## Total number of student community service hours contributed during a one-year period:

2,576

## Does the institution include community service achievements on student transcripts?:

No

## A brief description of the practice of including community service on transcripts, if applicable:

---



**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:**

Yes

**A brief description of the institution's employee community service initiatives:**

Annual May Employee Retreat - afternoon portion is dedicated to doing service in the community.

**The website URL where information about the institution's community service initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/center-for-service-and-civic-engagement>

# Community Stakeholder Engagement

## Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Participation in Public Policy

## Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Trademark Licensing

### Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Hospital Network

## Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

---

This credit was marked as **Not Applicable** for the following reason:

*The institution does not have an affiliated hospital or health system.*

# Operations

## Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

### *Part 1*

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

### *Part 2*

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

---

"---" indicates that no data was submitted for this field

**Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:**

Yes

**Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:**

	Yes or No
<b>Business travel</b>	Yes
<b>Commuting</b>	Yes
<b>Purchased goods and services</b>	Yes
<b>Capital goods</b>	No
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	No
<b>Waste generated in operations</b>	Yes

**Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:**

No

**A brief description of the methodology and/or tool used to complete the GHG emissions inventory:**

Data collected by Champlain College personnel and then supplied to Sightlines

<http://www.sightlines.com/what-we-do/campus-sustainability/>

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

Yes

**A brief description of the internal and/or external verification process:**

Verified by Sightlines



**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	1,401 <i>Metric Tons of CO2 Equivalent</i>	1,401 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	88 <i>Metric Tons of CO2 Equivalent</i>	139 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	2,004 <i>Metric Tons of CO2 Equivalent</i>	1,523 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	439 <i>Metric Tons of CO2 Equivalent</i>	36 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**A brief description of the institution-catalyzed carbon offsets program:**

off-site composting and methane capture from landfill

**A brief description of the carbon sequestration program and reporting protocol used:**

n/a

**A brief description of the composting and carbon storage program:**

n/a

**A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:**

n/a

**Figures needed to determine “Weighted Campus Users”::**

	Performance Year	Baseline Year
Number of residential students	1,180	841
Number of residential employees	6	6
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,458	1,999
Full-time equivalent of employees	495	385
Full-time equivalent of distance education students	0	0

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

**A brief description of when and why the GHG emissions baseline was adopted:**

FY2007 is when we started collecting data and calculating GHG emissions profile with Sightlines. They backtracked to estimate FY04-FY06.

**Gross floor area of building space, performance year:**

532,652 Square Feet

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	764 Square Feet
<b>Healthcare space</b>	0 Square Feet
<b>Other energy intensive space</b>	13,319 Square Feet

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	950 Metric Tons of CO2 Equivalent
<b>Commuting</b>	1,531 Metric Tons of CO2 Equivalent
<b>Purchased goods and services</b>	31 Metric Tons of CO2 Equivalent
<b>Capital goods</b>	0 Metric Tons of CO2 Equivalent
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	124 Metric Tons of CO2 Equivalent
<b>Waste generated in operations</b>	0 Metric Tons of CO2 Equivalent
<b>Other categories (please specify below)</b>	599 Metric Tons of CO2 Equivalent

**A brief description of the sources included in Scope 3 GHG emissions from "other categories":**

Study abroad air travel = 470 CO2e

Wastewater = 5 CO2e

Waste generation is actually -12 - as our landfill captures and burns methane (thus counts as an offset).

**A copy of the most recent GHG emissions inventory:**

[Campus Sustainability Data Collector | AASHE](#)

---

**The website URL where the GHG emissions inventory is posted:**

[http://www.champlain.edu/Documents/Sustain-Champlain/FY14\\_GHG\\_Analysis.pdf](http://www.champlain.edu/Documents/Sustain-Champlain/FY14_GHG_Analysis.pdf)

**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:**

In the past decade, our physical campus has grown over 25% in GSF, yet our carbon emissions have flat-lined, largely due to our increasing implementation of geothermal heating/cooling to more of our buildings.

# Outdoor Air Quality

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

### *Part 1*

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

"---" indicates that no data was submitted for this field

## **Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

Yes

## **A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

City of Burlington Anti-Idling ordinance.

<http://www.champlain.edu/current-students/campus-services/transportation-and-parking/parking/vi>

sitors-and-miscellaneous

Champlain just recently (Jan. 2015) passed our own anti-idling resolution (not yet publicly posted)

**Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**

No

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

For boilers - we account for the natural gas consumed each year.

Additionally, we account for any refrigerant leaks in HVAC systems & appliances.

These are included in our total GHG inventory, as mentioned in OP-1.

**Weight of the following categories of air emissions from stationary sources::**

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

**A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

Boiler upgrades, appliance maintenance, increased reliance on geothermal for heating (rather than natural gas boilers).

**The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:**

---

# Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality



# Building Operations and Maintenance

---

## Responsible Party

**John Caulo**

Associate VP

Campus Planning & Auxiliary Services

---

## Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

---

"---" indicates that no data was submitted for this field

**Does the institution have any building space certified under the following green building rating systems for existing buildings?:**

	Yes or No
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No

<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:**

Aiken Hall - LEED Gold - 13,701 GSF

<http://www.champlain.edu/Documents/Sustain-Champlain/AikenHallFactsheet.pdf>

Perry Hall - LEED Platinum - 27, 847 GSF

<http://www.champlain.edu/perry-hall.html>

Juniper, Butler, Valcour - anticipated LEED Gold in 2015  
 Juniper - 28,732 GSF; Butler 26,730 GSF; Valcour - 30,028 GSF

**Total floor area of eligible building space (operations and maintenance):**

532,652 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	99,190 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	27,000 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by**

**an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

**Floor area of building space that is certified at any level under other green building rating systems for existing buildings:**

---

**Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:**

0 Square Feet

**A copy of the sustainable building operations and maintenance guidelines or policies:**

---

**The date the guidelines or policies were formally adopted:**

---

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

Bader Hall went a total renovation in 2012 but we did not seek LEED certification.

<http://www.champlain.edu/faculty-and-staff/campus-information/campus-planning-and-auxiliary-services/recent-construction-and-major-renovations/bader-renovation>

Whiting Hall went a total renovation in 2014 but we did not seek LEED certification.

<http://www.champlain.edu/faculty-and-staff/campus-information/campus-planning-and-auxiliary-services/recent-construction-and-major-renovations/whiting-hall>

**A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:**

Campus Planning is responsible for ensuring compliance and makes regular updates to the Board of Trustees.

**The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:**

<http://www.champlain.edu/about-champlain/mission-and-values/master-plan.html>

# Building Design and Construction

---

## Responsible Party

**John Caulo**

Associate VP

Campus Planning & Auxiliary Services

---

## Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

---

*"---" indicates that no data was submitted for this field*

**Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:**

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

Aiken Hall - LEED Gold - 13,701 GSF

<http://www.champlain.edu/Documents/Sustain-Champlain/AikenHallFactsheet.pdf>

Perry Hall - LEED Platinum - 27, 847 GSF

<http://www.champlain.edu/perry-hall.html>

Juniper, Butler, Valcour - anticipated LEED Gold in 2015  
 Juniper - 28,732 GSF; Butler 26,730 GSF; Valcour - 30,028 GSF

**Total floor area of eligible building space (design and construction):**

145,814 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	99,191 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	27,847 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

**Floor area of building space certified Living under the Living Building Challenge:**

---

**Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:**

---

**Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:**

18,776 Square Feet

**A copy of the guidelines or policies :**

[MasterPlanFINAL3-07.pdf](#)

**The date the guidelines or policies were adopted:**

March 1, 2007

**A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:**

Vision

The vision of this master plan is to support Champlain's future growth as a flexible, desirable, and attractive institution without negatively impacting either the residential and historic character or the high quality of life on The Hill.

GOALS AND OBJECTIVES

- Fulfill the City of Burlington's request that the college create a campus master plan
- Work with neighbors to find locally acceptable locations and approaches to growth
- Provide a workable plan to house as many of Champlain's 2,000 traditional students as possible
- Ensure that existing and planned college facilities are sufficient to accommodate Champlain's academic, student life, support, and physical plant needs for the foreseeable future
- Help strengthen a great neighborhood
- Match facilities to vision (traditional full-time enrollment of 2,000 students)
- Enhance undergraduate experience - academic and residential programs
- Create a place that expresses the mission
- Put near-term decisions in a mid-and long-term framework
- Develop implementation strategies to achieve mission
- Condition of permit
- Answer the question of "what is next"
- Embrace sustainability
- Build an aesthetically pleasing campus
- Improve pedestrian and traffic sensitivity
- Create a neighbor supported plan for the future
- Support Champlain's community of learning

**A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:**

Campus Planning is responsible for compliance and gives regular updates to the Board of Trustees and campus community.

**The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:**

<http://www.champlain.edu/about-champlain/vision/master-plan>



# Indoor Air Quality

---

## Responsible Party

**Tom Bonnette**

Director

Physical Plant

---

## Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

*"---" indicates that no data was submitted for this field*

## **Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:**

*532,652 Square Feet*

## **Gross floor area of building space:**

*532,652 Square Feet*

## **A brief description of the institution's indoor air quality program(s):**

Champlain does not have any formal plan or policy in place, but employees are encouraged to report any issues with any building through our online maintenance system (SchoolDude). Nearly half of the buildings on campus are also tied into our energy management system, which also monitors air quality.

## **The website URL where information about the institution's indoor air quality program(s) is available:**

<http://www.doesnotexist.com/>

## Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

---

## Responsible Party

**Tom Oliver**  
General Manager  
Dining Services/Sodexo

---

## Criteria

### *Part 1*

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

### *Part 2*

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

---

## Submission Note:

Sodexo national signed an agreement with the Real Food Challenge

<http://www.realfoodchallenge.org/blog/sodexo-and-real-food-challenge-sign-food-chain-transparency-agreement>

Champlain recently became a Fair Trade designated campus.

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/fair-trade-campus>

"---" indicates that no data was submitted for this field

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

15

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

---

**An inventory, list or sample of sustainable food and beverage purchases:**

Using a Sodexo tracking tool to get a better account of how much local/organic/fair trade, etc. we are purchasing. We have a few months of data but not yet ready for publication.

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/food-tracking>

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

---

**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

---

**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

---

**A brief description of the sustainable food and beverage purchasing program:**

Local Food Purchasing:

Annually 15% of our total food cost (Catering, Retail, and Board) is sourced bioregionally with 8-10% coming from Black River Produce.

We are a Vermont Fresh Network member.

Continue to explore partnerships between existing on-campus food providers and local and/or organic growers and suppliers (i.e. the Intervale, Northeast Organic Farming Association, Vermont Fresh Network, and local dairies, cheese makers, bakeries, meat farms, etc).

USDA-Certified Organic Purchasing:

5-10% of total food expenditures are USDA-Certified Organic. This includes Soy milk, Apples and Cider, Coffee, tempeh, seitan, tabbouleh.

Fair Trade Purchasing:

Offer Fair Trade Coffee for catered events. The regular house blend is served in the Cafeteria. Champlain College is now a Fair Trade Certified campus, achieving the designation this February.

Utilize the Monterey Bay Aquarium Sustainable Seafood Guide for the Northeast, particularly for catering.

Very close to signing onto the Real Food Challenge, with the goal of 20% real food by 2020.

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

Using a Sodexo tracking tool to get a better account of how much local/organic/fair trade, etc. we are purchasing

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/food-tracking>

**Total annual food and beverage expenditures:**

---

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes

<b>Dining operations and catering services operated by a contractor</b>	No	No
<b>Franchises</b>	No	No
<b>Convenience stores</b>	No	No
<b>Vending services</b>	No	No
<b>Concessions</b>	No	No

**Has the institution achieved the following?:**

	<b>Yes or No</b>
<b>Fair Trade Campus, College or University status</b>	Yes
<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	No

**A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:**

---

**The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:**

<http://www.champlain.edu/current-students/residential-life/dining-services/social-responsibility>

# Low Impact Dining

---

## Responsible Party

**Tom Oliver**  
General Manager  
Dining Services/Sodexo

---

## Criteria

### Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

### Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

---

"---" indicates that no data was submitted for this field

## Percentage of total dining services food purchases comprised of conventionally produced animal products:

95

## A brief description of the methodology used to track/inventory expenditures on animal products:

Using a Sodexo tracking tool to get a better account of how much local/organic/fair trade, etc. we are purchasing. We have a few months of data but not yet ready for publication.

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/food-tracking>

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):**

Offer vegetarian, vegan, gluten-free, and lactose intolerant meals available throughout the day. 10-20% of all meals served are vegetarian or vegan.

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

---

**The website URL where information about where information about the vegan dining program is available:**

<https://champlaindining.sodexomyway.com/health/index.html>

**Annual dining services expenditures on food:**

---

**Annual dining services expenditures on conventionally produced animal products:**

---

**Annual dining services expenditures on sustainably produced animal products:**

---



# Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

---

## Responsible Party

**Tom Bonnette**  
Director  
Physical Plant

---

## Criteria

### Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

---

### Submission Note:

Baseline is 2007, the earliest year of organized data

"---" indicates that no data was submitted for this field

## Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	20,594.21 <i>MMBtu</i>	17,641.02 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	20,591.57 <i>MMBtu</i>	17,638.45 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	532,652 Gross Square Feet	468,131 Gross Square Feet

**Floor area of energy intensive space, performance year::**

	Floor Area
Laboratory space	764 Square Feet
Healthcare space	0 Square Feet
Other energy intensive space	

**Degree days, performance year (base 65 °F / 18 °C)::**

	Degree Days
Heating degree days	7,425
Cooling degree days	731

**Source-site ratios::**

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

**Start and end dates of the performance year and baseline year (or 3-year periods)::**

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

**A brief description of when and why the building energy consumption baseline was adopted:**

---

**A brief description of any building temperature standards employed by the institution:**

We are still trying to pass an energy policy that would set standards for temperature.

**A brief description of any light emitting diode (LED) lighting employed by the institution:**

Exterior lights around Perry Hall use “Dark Sky” technology. These lights are designed to illuminate spaces below them, but radiate no ambient light upward. Their goal is to reduce light pollution in urban areas and reduce electricity usage. Additionally, the lights have multiple stages; they dim down during times of low traffic, and motion detectors return the lights to full power when people are in the area, to ensure safety. Exterior lighting is all LED, which uses less energy and lasts longer.

**A brief description of any occupancy and/or vacancy sensors employed by the institution:**

Light sensors detect ambient light changes and occupant movement, turning modulating lights on only when needed and only to the specific level required to illuminate the area. Most of the lighting is connected to dimming daylight controls, so energy can be reduced on sunny days. The lighting in Perry Hall is designed to be supplemented with task lighting. Lights turn on when people enter a room, and respond to factors such as time of day and ambient light levels. The monitoring system can also be overridden, however, if a person requires additional light. Exterior lights around Perry Hall use “Dark Sky” technology. These lights are designed to illuminate spaces below them, but radiate no ambient light upward. Their goal is to reduce light pollution in urban areas and reduce electricity usage. Additionally, the lights have multiple stages; they dim down during times of low traffic, and motion detectors return the lights to full power when people are in the area, to ensure safety.

**A brief description of any passive solar heating employed by the institution:**

---

**A brief description of any ground-source heat pumps employed by the institution:**

Geothermal usage is now (as of Feb. 2015) used in 21.5% of our total GSF of campus - but we do not yet have a measurement tool to track actual production.

**A brief description of any cogeneration technologies employed by the institution:**

Electricity and heat for the Carriage House residence hall is produced by a small generator that runs on natural gas, called a micro combined heat and power unit (MCHP). It produces 1,200 watts of electricity.

**A brief description of any building recommissioning or retrofit program employed by the institution:**

---

**A brief description of any energy metering and management systems employed by the institution:**

Approximately half of our buildings are linked to an Energy Management System that was created and maintained by our HVAC expert, Bob Bolin.

**A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:**

Developing an equipment replacement program.

**A brief description of any energy-efficient landscape design initiatives employed by the institution:**

LED-lights for exterior usage.

**A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:**

---

**A brief description of other energy conservation and efficiency initiatives employed by the institution:**

---

**The website URL where information about the institution's energy conservation and efficiency initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>

## Responsible Party

**Tom Bonnette**

Director

Physical Plant

---

## Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

"---" indicates that no data was submitted for this field

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	0.15 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	1.80 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

50,342.47 *MMBtu*

**A brief description of on-site renewable electricity generating devices :**

Solar Panels at the Miller Center:

The system is 40,768 w, and has 182 PV modules, with an estimated energy production of 44,880 kWh.

**A brief description of on-site renewable non-electric energy devices:**

There is geothermal heating and cooling for Perry, Juniper, Valcour, Butler, & Whiting

<http://www.champlain.edu/Documents/perry/PerryInterpretiveBookletSm.pdf>

Perry 300,000

Juniper 400,000

Valcour & Butler 800,000

Whiting 300,000

total 1,800,000 BTUs = 1.8 MMBTUs

**A brief description of off-site, institution-catalyzed, renewable electricity generating devices:**

---

**A brief description of the RECs and/or similar renewable energy products:**

---

**The website URL where information about the institution's renewable energy sources is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>



# Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

---

## Responsible Party

**Lewis Barnes**  
Grounds Manager  
Physical Plant

---

## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

"---" indicates that no data was submitted for this field

**Figures required to calculate the total area of managed grounds::**

	<b>Area</b>
<b>Total campus area</b>	<i>24 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>20 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>2 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>0 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>2 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

---

**The IPM plan :**

We do not have a formalized IPM, but our general practice is that we do not use pesticides or herbicides on campus, except in extreme cases.

**A brief summary of the institution's approach to sustainable landscape management:**

We do not have a formalized IPM, but our general practice is that we do not use pesticides or herbicides on campus, except in extreme cases.

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

As outlined in our Landscape Master Plan

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/LandscapeMasterPlanFINAL3-07.pdf>

**A brief description of the institution's landscape materials management and waste minimization policies and practices:**

Lawn and garden debris is composted, also all woody debris goes to the McNeil electricity generating plant for fuel.

**A brief description of the institution's organic soils management practices:**

n/a

**A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

As outlined in our Landscape Master Plan

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/LandscapeMasterPlanFINAL3-07.pdf>

**A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:**

As outlined in our Landscape Master Plan & Stormwater Master Plan

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/LandscapeMasterPlanFINAL3-07.pdf>

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/StormwaterPlanMasterPlanFINAL3-07.pdf>

7.pdf

**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

We use a product called "Natural Alternatives Ice Melt" which claims to use less amounts of calcium chloride (salt) than other products, and meets LEED guidelines, laid out by the US Green Building Council for all sidewalks and driveways.

**A brief description of any certified and/or protected areas:**

---

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

No

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>

# Biodiversity

## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners



# Electronics Purchasing

---

## Responsible Party

**Ted Laskaris**  
Assistant VP  
Information Systems

---

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

---

*"---" indicates that no data was submitted for this field*

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

Yes

**A copy of the electronics purchasing policy, directive, or guidelines:**

---

**The electronics purchasing policy, directive, or guidelines :**

We do not have a policy but we're buying that way regardless. We are in progress of writing a policy to reflect this.

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

We do not have a policy but we're buying that way regardless. We are in progress of writing a policy to reflect this.

Environmental Policy students are in process of developing a conflict free electronics policy for campus. (Feb. 2015)

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

No

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

**Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:**

---

**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>

# Cleaning Products Purchasing

---

## Responsible Party

**Linda Wheeler**  
Senior Director  
Auxiliary Services

---

## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

"---" indicates that no data was submitted for this field

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

---

**The green cleaning product purchasing policy, directive, or guidelines:**

The use of Green Seal and other cleaning products are written into the contract for the custodial departments.

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:**

Our custodial teams meets bi-weekly with a campus liaison to make sure the green cleaning practices are being carried out.

**Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:**

No

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

---

**Total expenditures on cleaning and janitorial products:**

---

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:**

---

**A brief description of the institution’s low-impact, ecological cleaning program:**

---

**A copy of the sections of the cleaning contract(s) that reference certified green products:**

---

**The sections of the cleaning contract(s) that reference certified green products:**

---

**The website URL where information about the institution’s green cleaning initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>

# Office Paper Purchasing

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

---

## Submission Note:

[http://www.champlain.edu/Documents/Sustain-Champlain/ChamplainCopyPaperAnalysis\\_2006-2014.pdf](http://www.champlain.edu/Documents/Sustain-Champlain/ChamplainCopyPaperAnalysis_2006-2014.pdf)

"---" indicates that no data was submitted for this field

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

**A copy of the paper purchasing policy, directive or guidelines:**

---

**The paper purchasing policy, directive or guidelines:**

Employees are strongly encouraged to purchase recycled content paper (currently also our best price).

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :**

Annual message sent to all who purchase paper

we recommend as the cost effective and most environmentally friendly copy paper product (for the regular day-to-day copying & printing needs): ASPEN 100 20# weight (P1054922CTN). This is a 100% post-consumer recycled content paper that we are able to get a great price on, due to a combined purchasing agreement with Office Max.

Here's how it compares:

Paper Type Cost Notes

Aspen 30 paper (P1054901CTN) \$33.23/Carton Best price, and contains 30% recycled content

Aspen 100 paper (P1054922CTN) \$35.53/Carton Good price, and contains 100% recycled content

Office Max non-recycled (P10X9001) \$39.99/Carton Most expensive, and contains no recycled content.

[http://www.champlain.edu/Documents/Sustain-Champlain/ChamplainCopyPaperAnalysis\\_2006-2014.pdf](http://www.champlain.edu/Documents/Sustain-Champlain/ChamplainCopyPaperAnalysis_2006-2014.pdf)

**Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:**

Yes

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	289 US/Canadian \$
<b>30-49 percent</b>	16,910 US/Canadian \$
<b>50-69 percent</b>	132 US/Canadian \$
<b>70-89 percent (or FSC Mix label)</b>	0 US/Canadian \$
<b>90-100 percent (or FSC Recycled label)</b>	738 US/Canadian \$

**Total expenditures on office paper :**

20,329.45 US/Canadian \$

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>

# Inclusive and Local Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.



# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Guidelines for Business Partners

---

## Responsible Party

**Ted Winokur**

Contract & Risk Management Director  
Finance & Administration

---

## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

---

"---" indicates that no data was submitted for this field

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

None

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

---

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

RFP template - found here:

[http://www.champlain.edu/Documents/finance/Champlain%20College%20RFP%20Services%20TEMPLATE%20\(r  
ev.%2012-12-2014\).doc](http://www.champlain.edu/Documents/finance/Champlain%20College%20RFP%20Services%20TEMPLATE%20rev.%2012-12-2014).doc)

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

---

**The website URL where information about the institution's guidelines for its business partners is available:**

[http://www.champlain.edu/Documents/finance/Champlain%20College%20RFP%20Services%20TEMPLATE%20\(r  
ev.%2012-12-2014\).doc](http://www.champlain.edu/Documents/finance/Champlain%20College%20RFP%20Services%20TEMPLATE%20rev.%2012-12-2014).doc)

# Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

## Responsible Party

**Tom Bonnette**

Director

Physical Plant

---

## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

---

### Submission Note:

#### Public Safety Vehicles:

- 2010 GMC Savannah – 8 passengers (owned) - Public Safety
- 2011 GMC Savannah – 8 passengers (owned) - Public Safety
- 2013 Honda CRV (owned) – Public Safety
- 2014 Honda CRV (owned) - Public Safety

#### PHYSICAL PLANT VEHICLES:

- 2012 GMC dump truck (owned)

- 2009 GMC- model 1500 Pickup (owned)
  - 2013 Toyota Tundra (Leased)
  - 2011 GMC pickup (owned)
  - 2011 Ford Transit van (owned)
  - 2008 Chevy 1500 (owned)
  - 2011 Toyota Tundra (owned)
  - 2013 Subaru Forester (owned)
  - 2012 Toyota Tundra (owned)
  - 2012 Toyota Tundra (owned)
  - 2012 GMC Savannah (owned)
- + SGA Van – 2013 8 passenger van

"---" indicates that no data was submitted for this field

**Total number of vehicles in the institution’s fleet :**

16

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles
<b>Gasoline-electric, non-plug-in hybrid</b>	16
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	0
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

---

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

<http://www.doesnotexist.com/>

# Student Commute Modal Split

---

## Responsible Party

**Sandy Thibault**  
Executive Director  
CATMA

---

## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

*"---" indicates that no data was submitted for this field*

## Total percentage of students that use more sustainable commuting options:

72.10

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	27.90
Walk, bicycle, or use other non-motorized means	57.40
Vanpool or carpool	2.20
Take a campus shuttle or public transportation	12.50
Use a motorcycle, scooter or moped	1.50

## A brief description of the method(s) used to gather data about student commuting:

CATMA 2014 Student Transportation Survey Data, conducted biennially



Percentages offered above are for commuter students.

Residential students reported:

Drive Alone 1.0%

Bus 2.1%

Shuttle 29.8%

Carpool 0.0%

Bike 0.0%

Walk 66.0%

Other\*\* 1.0%

99.9%

**The website URL where information about sustainable transportation for students is available:**

<http://www.champlain.edu/transportation>

# Employee Commute Modal Split

---

## Responsible Party

**Sandy Thibault**  
Executive Director  
CATMA

---

## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

### Submission Note:

CATMA Joint Institution Parking Management Plan - available through  
[www.catmavt.org](http://www.catmavt.org)

"---" indicates that no data was submitted for this field

## Total percentage of the institution's employees that use more sustainable commuting options:

41.10

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	58.90
Walk, bicycle, or use other non-motorized means	10.80
Vanpool or carpool	12.50
Take a campus shuttle or public transportation	10.70

Use a motorcycle, scooter or moped	2
Telecommute for 50 percent or more of their regular work hours	0

**A brief description of the method(s) used to gather data about employee commuting:**

Data from 2012 CATMA Employee Survey (they are still analyzing 2014 survey)

[http://www.catmavt.org/index.php?option=com\\_content&view=article&id=80&Itemid=133](http://www.catmavt.org/index.php?option=com_content&view=article&id=80&Itemid=133)

**The website URL where information about sustainable transportation for employees is available:**

<http://www.champlain.edu/transportation>

# Support for Sustainable Transportation

---

## Responsible Party

**Nic Anderson**

Sustainable Transportation Coordinator  
Sustainability/Transportation

---

## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

---

"---" indicates that no data was submitted for this field

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

Indoor bike storage in Juniper Hall, shower facilities in IDX and Lakeside, also have a bike rack map. See more at

<https://www.google.com/maps/d/u/0/viewer?msa=0&mid=zzGqIE3MBC4Y.kJcjRyzImCk8>

and

<http://www.champlain.edu/current-students/campus-services/transportation-and-parking/bike>

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

**A brief description of the bicycle parking and storage facilities:**

coming soon!

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

No

**A brief description of the bicycle/pedestrian policy and/or network:**

---

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

Yes

**A brief description of the bicycle sharing program:**

Lakeside BikeShare — There are a few bicycles available for employees to check out at Lakeside. Soon to expand for students.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

---

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:**

Yes

**A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

Champlain College offers a free campus shuttle to all students and employees as well as free rides on the CCTA bus service that serves Burlington and the Greater Burlington area.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

Yes

**A brief description of the GRT program:**

Offered through CATMA

[http://www.catmavt.org/index.php?option=com\\_content&view=article&id=64&Itemid=71](http://www.catmavt.org/index.php?option=com_content&view=article&id=64&Itemid=71)

Our convenient FREE program is offered to employees at CATMA's member employers who use an alternate mode of transportation [carpool (riding with a family member is included), vanpool, bike, walk or take the bus] on a regular basis at least two days a week.

Not having a car available for emergency trips home, is one of the drawbacks for people who are considering alternate forms of commuting. To alleviate this worry, CATMA provides an Emergency Ride Home FREE of charge to anyone associated with its membership who regularly uses an alternate commute mode. We'll issue you your personal CATMA Commute Smart Card once you register.

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

Champlain is a member of CATMA (Campus Area Transportation Management Association) and through CATMA people can participate in RIDESWORK. RIDESWORK is a free, confidential carpool matching service personally provided by CATMA staff. CATMA's database includes people who are interested in finding a carpool partner(s) as well as existing carpools who are accepting additional members. CATMA's database is unique in that it consists of employees who are employed and commuting to "the hill" and downtown Burlington .

[http://www.catmavt.org/index.php?option=com\\_content&view=article&id=70&Itemid=75](http://www.catmavt.org/index.php?option=com_content&view=article&id=70&Itemid=75)

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

Champlain College is a host of one CarShare Vermont cars with subsidized membership for full-time students and full or part-time employees.

<http://www.champlain.edu/current-students/campus-services/transportation-and-parking/car-sharing>

g

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

No

**A brief description of the electric vehicle recharging stations:**

---

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the telecommuting program:**

The College does not have an official policy, but it is up to individual managers to determine when it is appropriate in their departments. Several offices offer this option to their employees.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

In the summertime, this is an option.

<http://www.champlain.edu/Documents/Human-Resources/Flexible%20Summer%20Work%20Hours.pdf>

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

---

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

We just restructured our transportation office - out of public safety and now as part of our sustainability office and have a full time Sustainable Transportation Coordinator that manages all aspects of campus transportation.

**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.champlain.edu/transportation>



# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

### Submission Note:

Materials reused, donated or re-sold - we do not currently track this, but in 2014 took over 8 vanloads of clothing and household goods to local donation sites.

"---" indicates that no data was submitted for this field

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	121.74 Tons	297.94 Tons
Materials composted	195.79 Tons	149.98 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

<b>Materials disposed in a solid waste landfill or incinerator</b>	250.25 <i>Tons</i>	453.39 <i>Tons</i>
--	--------------------	--------------------

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,180	1,049
<b>Number of residential employees</b>	6	6
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,458	2,058
<b>Full-time equivalent of employees</b>	495	372
<b>Full-time equivalent of distance education students</b>	0	0

**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

**A brief description of when and why the waste generation baseline was adopted:**

First year of data collection; but our collection method did change dramatically in FY2013 and now should be more accurate.

**A brief description of any (non-food) waste audits employed by the institution:**

Annual waste sorts conducted by Eco-Reps. See

<http://sustain.champlain.edu/2014/11/18/trash-bash-2014-results/>

**A brief description of any institutional procurement policies designed to prevent waste:**

working toward this.

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

Swap Shelf for office supplies

<http://sustain.champlain.edu/2013/10/10/champlain-swap-shelf/>

Surplus furniture at Physical Plant warehouse

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

Online catalog and Champlain is uses a online Learning Management System called Canvas.

<http://www.champlain.edu/current-students/academic-information/registrars-office/college-catalog>

g

**A brief description of any limits on paper and ink consumption employed by the institution:**

Most printers are set to double-fault.

Working toward restricting free printing in 2015.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

We remind students and have our Eco-Reps available to help residents:

1. Be thoughtful and mindful in your moving out time. We all are ready for summer break and if we work together we can get there quickly, without trashing the campus (and planet) as well as help out those who can use the stuff we no longer want.
2. Educate yourself about what can be collected for donation. All of these can be donated within the local community and beyond (including the Center for Service's trip to Uganda, Goodwill, ReStore, COTS, and the Food Shelf). Collection bins will be out in the halls during finals week. There will also be a tent for large items (furniture, appliances, etc.) behind Summit Hall on 56 Summit St during finals and senior week. Transportation of large items may be available (call 865-5449 to arrange).
  - Clothes, Bedding, Linens, Towels, Blankets, etc. – Anything without major stains, holes, etc.
  - Shoes & boots – ok as long as they come in pairs
  - Food – Anything that has not been opened or is not perishable (no fresh fruits, veggies, bread, etc.)
  - Toiletries & Cleaning Supplies – Even if opened, these can be used by local organization
  - Household items such as dishes, baskets, lamps, pots & pans, brooms, decorations, hangers, bathroom totes, shelving, storage boxes, etc.

- Should be in general working order, not majorly damaged (some wear & tear is ok)
- School & Arts supplies, including book bags & backpacks – half used notebooks? Half a package of envelopes? Sharpened pencils? All fine.
- Books – we can take pretty much anything that still has a cover and isn't wet, ripped, etc. Recycle otherwise.
- Plants – we'll find a home for them, if they are still living
- Appliances & electronics – if in working or repairable order, we can take them. Should be generally clean (no moldy food in fridges, please)
- Furniture – if not majorly stained, damaged, or with holes, (and known to be bed-bug free), we can take these.

3. Remember to recycle! All paper, cardboard, empty glass & plastic bottles and containers, cans, etc. can and should be recycled in the recycling dumpsters outside of each residence hall. Batteries and electronics SHOULD NOT GO in the trash. Instead, put them aside (we'll set out containers for these too). If there is a lot of food waste, people can bring it to the compost bins behind the IDX center, by the loading dock. Need a refresher on what can be recycled? See the Sort it Out guidelines.

4. Have something too gross/broken to donate? It is your responsibility to remove this from your room, otherwise you will face additional charges. There will be a large dumpster behind Summit Hall during finals & senior week where students can dispose of such items. Additionally, you can go to the Chittenden Solid Waste District drop-off center on Pine Street in Burlington.

See more at

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/resources>

[-sustain-champlain/moving-out](#)

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

---

**A brief description of any food waste audits employed by the institution:**

---

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

---

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

All meals served on campus as well as conferences and retail locations have been trayless since 2008.

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

All to-go items are compostable or recyclable, with the exception of our utensils.

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

---

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

We have a BYOB (bring your own mug, get discount on drink) policy in our cafe. There are water bottle refill stations in several buildings across campus.

**A brief description of other dining services waste minimization programs and initiatives:**

See more at

<https://champlaindining.sodexomyway.com/planet/local.html>

**The website URL where information about the institution’s waste minimization initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operation>

# Waste Diversion

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

### Submission Note:

Sort it Out: Recycling Guidelines

<http://www.champlain.edu/sustain-champlain/sustainable-operations/recycling-guidelines.html>

Guide to greening campus events:

[http://www.champlain.edu/Documents/sustain\\_champlain/EventGreening\\_Jan'10.pdf](http://www.champlain.edu/Documents/sustain_champlain/EventGreening_Jan'10.pdf)

Move-out Information and Tips:

<http://www.champlain.edu/sustain-champlain/sustainable-operations/move-out-information.html>

Partnerships with:

Chittenden Solid Waste District, ReSource, Better World Books

"---" indicates that no data was submitted for this field

## Materials diverted from the solid waste landfill or incinerator:

317.53 Tons

## Materials disposed in a solid waste landfill or incinerator :

250.25 Tons

**A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:**

Campus Sustainability Data Collector | AASHE

\*\*Diverted tons above only reflect regular compost and recycling. We also do many efforts in re-use and donation, but we have not tabulated weight of these items.

•Single stream recycling for wide variety of paper products, plastics #1-7, glass, and aluminum.

Trash & Recycling: Each building on campus contains various black or gray trash bins and blue recycling bins

Electronic Waste: Blue column containers found in Lakeside 2nd floor, Hauke entry, IDX Fireside Lounge, MIC entry, and Ireland entry

Compost: Green bins found in Hauke Conference Room, Jazzman's Cafe, Aiken Conference Room, MIC (Library), and the main compost chute in the Cafeteria

•Pre and post-consumer composting in the dining hall and Jazzman's Cafe; post-consumer composting in several lounges and rooms used for catered events

•Refill discounts at Jazzman's Café for bringing your own mug

•Water bottle refill stations in several buildings across campus.

•Guide to Greening Campus Events

•Move Out collection programs for on and off-campus students

•Book collection program, partnering with Better World Books

### **A brief description of any food donation programs employed by the institution:**

Nothing formal but during break times our dining services team clears out the cooler and takes perishables to the local food shelf.

### **A brief description of any pre-consumer food waste composting program employed by the institution:**

At Champlain College, pre and post-consumer food waste is collected each day and taken to a large scale composting site, operated by Green Mountain Compost Products and Chittenden Solid Waste District for composting.

The kitchens in the Dining Hall and Jazzman's cafe have a composting system that is contracted out the above companies.

### **A brief description of any post-consumer food waste composting program employed by the institution:**

We have compost collection bins in all the primary dining areas (dining hall, Jazzman's) as well as other spaces frequently used for catering or have steady traffic (conference rooms, student lounges, etc.) We are starting compost collection in our newest residence halls.

We also offer Green Team volunteers to assist with trash/recycling/compost collection during large events.

### **Does the institution include the following materials in its waste diversion efforts?:**

	<b>Yes or No</b>
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes



<b>Food for animals</b>	Yes
<b>Food composting</b>	Yes
<b>Cooking oil</b>	No
<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	No
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

---

# Construction and Demolition Waste Diversion

## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Hazardous Waste Management

---

## Responsible Party

**Tom Bonnette**  
Director  
Physical Plant

---

## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

---

*"---" indicates that no data was submitted for this field*

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

We have minimal waste due to size and nature of campus.

**A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

Batteries:

Batteries are found in numerous electronic devices, cell phones, MP3 players, laptops, computers, watches, cameras, etc. They come in many shapes and sizes but the most common are AAA, AA, C and D cells. Batteries may contain any of several heavy metals, including mercury, lead, nickel, zinc or cadmium. They may also include corrosive liquids (sulfuric acid) or reactive metals (lithium).

For this reason, batteries on the Champlain campus should not be put in the regular trash or recycle bins. Please place batteries in the blue E-Waste Collection tubes found in IDX, MIC, Hauke, Ireland, and Lakeside.

Fluorescent Bulbs:

Compact Fluorescent Bulbs (CFLs) contain mercury. If your bulb no longer works, wrap bulbs in a manner to minimize risk of breakage and put in a work order to have Physical Plant pick it up. For students in the res halls: have your RA contact Physical Plant to have it

picked up.

If a fluorescent light bulb breaks, do not use a vacuum cleaner to clean it up. Wear disposable rubber gloves, if available. Carefully scoop up the fragments and the mercury (white) powder with stiff paper or cardboard. Wipe the area clean with a damp paper towel or disposable wet wipe. Sticky tape (such as duct tape) can be used to pick up small pieces and the powder. Place all parts of the broken fluorescent bulb, towels and tape in a clear plastic bag. Wash your hands afterwards.

+ Other E-waste collection

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

none

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

n/a

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

As an institution Champlain has recycled over 41,858 lbs of mixed electronic waste in total from Fiscal Years 2010-2014.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

There are E-Waste bins in several buildings on campus and in the residential halls, with descriptive explanation and signage. We contract our E-Waste collection out to Good Point Recycling in Middlebury, VT.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/resources-sustain-champlain/sort-it-out-recycling-guidelines>

# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

---

## Responsible Party

**Tom Bonnette**

Director

Physical Plant

---

## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

"---" indicates that no data was submitted for this field

## Level of water risk for the institution's main campus:

Low

## Total water use::

	Performance Year	Baseline Year
Total water use	10,337,868 Gallons	10,073,357 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	10,337,868 Gallons	10,073,357 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

<b>Number of residential students</b>	1,180	841
<b>Number of residential employees</b>	6	6
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,458	1,999
<b>Full-time equivalent of employees</b>	495	385
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	532,652 <i>Square Feet</i>	468,131 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	2 <i>Acres</i>	2 <i>Acres</i>

**Start and end dates of the performance year and baseline year (or three-year periods):**

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

**A brief description of when and why the water use baseline was adopted:**

---

**Water recycled/reused on campus, performance year:**

0 *Gallons*

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

---

**A brief description of any water metering and management systems employed by the institution:**

Most of our 44 buildings have their own water meter. 3 of them share a meter with another building.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

---

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

---

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

---

**A brief description of any weather-informed irrigation technologies employed by the institution:**

In general, we do not irrigate except when there are new plantings and they are first installed.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

Continue to install water conservation/efficient fixtures.

**The website URL where information about the institution's water conservation and efficiency initiatives is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/campus-operations>



## Responsible Party

**John Caulo**

Associate VP

Campus Planning & Auxiliary Services

---

## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

---

*"---" indicates that no data was submitted for this field*

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

See our stormwater master

plan\http://www.champlain.edu/Documents/About-Champlain/Master-Plan/StormwaterPlanMasterPlanFINAL3-07.pdf

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/StormwaterPlanMasterPlanFINAL3-07.pdf>

**A brief description of any rainwater harvesting employed by the institution:**

---

**Rainwater harvested directly and stored/used by the institution, performance year:**

0 Gallons

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---

**A brief description of any living or vegetated roofs on campus:**

One on IDX roof, one on Perry roof

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

Sidewalks around Perry Hall

**A brief description of any downspout disconnection employed by the institution:**

---

**A brief description of any rain gardens on campus:**

---

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

Behind Perry Hall

**A brief description of any bioswales on campus (vegetated, compost or stone):**

Stone bioswale in new Finney Quad area

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

---

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/StormwaterPlanMasterPlanFINAL3-07.pdf>

# Wastewater Management

## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

---

*"---" indicates that no data was submitted for this field*

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

Sustainability Director & office - full time position since Fall 2010  
Sustain Champlain initiative - since 2005, as a student/faculty/staff committee

### **Does the institution have at least one sustainability committee?:**

Yes

### **The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

Sustain Champlain Advisory Team:  
Founded in 2005 as the Post-Carbon Committee, the Sustain Champlain Advisory Team (formerly known as the Sustain Champlain Committee) is a group of faculty, staff and students who were interested guiding the path of campus sustainability at Champlain. The goal of this group is to discuss and develop strategies and recommendations that will help create a more sustainable, efficient, and environmentally friendly Champlain. Committee members are asked to lead by example, act as a liaison to their respective department/division, and speak on behalf of their role on campus.

## 2014-2015 Sustain Champlain Committees

These committees are primarily charged with implementing the Champlain College Sustainability Action Plan (SAP). Committee members will reach out to collaborating departments when needed. Key Staff/College Personnel will be asked to participate with a committee that requires their expertise on an as-needed basis. Membership and meetings are open to the Champlain community. If you are interested in joining, please email us. Committees meet on a monthly basis and are supported by the Sustainability Director.

All committees are charged with exploring how to better incorporate aspects of diversity and inclusion into their committee's content area. For example, the following questions might be asked: Who does this work affect/impact? Is any particular group of people impacted more or less? How can we better diversify the stakeholders involved? Are all members of the Champlain community included and feel comfortable in this work?

### Academic Connections

Charge: To continue infusing sustainability concepts and practices into College curriculum by building relationships and sharing resources and opportunities with faculty and Deans.

### Waste Reduction/Diversion

Charge: To continue to find ways to reduce overall amount of trash, recycling, and compost on campus as well as way to greater improve our diversion of materials from the landfill by recycling, composting, reusing, donating, and/or re-selling. To work with our waste partner, Casella, on these goals.

### Transportation

Charge: To implement the 2013 Transportation Plan and to continue finding ways of reducing single-occupancy vehicle travel to/from campus. To work with our transportation partners, CATMA & RSG, on these goals.

### Green Revolving Fund

Charge: to advise and manage the College's Green Revolving Fund, an investment fund that finances energy efficiency, renewable energy, and other sustainability projects on campus.

### Purchasing (Food & more)

Charge: To explore ways of aligning the College's purchasing practices (particularly as it relates to food) with the College's values.

## **Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Christina Erickson, Sustainability Director, Campus Planning & Auxiliary Services

John Caulo, AVP, Campus Planning & Auxiliary Services

Karen Dusini, Sr. Project Manager, Campus Planning & Auxiliary Services

David Provost, VP, Finance

Tom Bonnette, Director, Physical Plant

Linda Wheeler, Director, Events Center & Auxiliary Services

Rich Long, Director, Public Safety

Ted Laskaris, AVP, Information Systems

Nic Anderson, Sustainable Transportation Coordinator

Tom Oliver, General Manager, Dining Services

Joann Patel, Associate Professor, CCM

Kristin Wolf, Assistant Professor, CORE

Lindsey Godwin, Assistant Professor, SSB

Valerie Esposito, Director, Environmental Policy, EHS

Cheryl Casey, Faculty, CCM  
Lindsey Rae, Librarian  
Robin Collins, Faculty, ITS  
Nicole Morris, Faculty, SSB  
Chloe O'Brien '15  
Nicole Stratis '17  
Kara Bard '18  
+ all current Student Eco-Reps

**The website URL where information about the sustainability committee(s) is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/about-sustain-champlain>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The central coordinating office for all efforts that fall under the Sustain Champlain initiative.

This campus-wide initiative strives to infuse sustainability concepts and practices throughout Champlain College by coordinating and promoting best practices within four areas: our institution, academics, operations and culture. Our staff serves as internal consultants, educators and resource people to the Champlain Community (within and beyond the College). We also collaborate with and support other departments and groups to provide campus programs that enrich the campus experience.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

2

**The website URL where information about the sustainability office(s) is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Christina Erickson, Sustainability Director

**A brief description of each sustainability officer position:**

The creation of this position in 2008 was based on a recommendation of the Sustain Champlain Committee. The Sustainability Director recommends strategies for carbon and waste reduction across college operations, facilitates student leadership around environmental issues, and is developing a comprehensive sustainability plan for Champlain College.



**The website URL where information about the sustainability officer(s) is available:**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/about-sustain-champlain>

# Sustainability Planning

---

## Responsible Party

**Christina Erickson**  
Sustainability Director  
Campus Planning

---

## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

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

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

---

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	No	No
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	No	No
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	Yes	Yes

**A brief description of the plan(s) to advance sustainability in Curriculum:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will be comprised of faculty who actively participate in ways to enhance student's understanding of sustainability and who strive to infuse sustainability concepts throughout course material. Students will gain an understanding of how sustainability relates to their area of study by having the opportunity to take a variety of sustainability focused and sustainability related courses.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Action Steps:

1. Conduct a survey to learn what courses currently have a sustainability focus or component by 2014. Conduct a follow-up survey in 2018.
2. Explore adding "and the environment" to the ethical reasoning college competency by 2014.
3. Continue to build sustainability-related internship opportunities for students by 2015.
4. Explore creating relationship with Dublin campus regarding sustainability practices in the Center and within academic and extra-curricular offerings by 2015.
5. Assemble a faculty fellows program, consisting of at least 6 faculty members from different disciplines, by 2015
6. Explore the idea of conducting a regular sustainability literacy assessment of Champlain College students by 2018

**Accountable parties, offices or departments for the Curriculum plan(s):**

Sustain Champlain, Provost Office, interested faculty

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

n/a -

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

n/a

**Accountable parties, offices or departments for the Research plan(s):**

n/a

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will be comprised of a student body that is actively engaged in sustainability related initiatives. Our campus

culture will promote sustainable behavior through individuals who are passionate about reducing their impact on the natural world, valuing diversity and supporting their local economy.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

1. Develop a training session for student leaders including Student Activity Planners and Student Government Association leaders by 2013.
2. Increase viewership of various online outreach methods to reach approximately 25% of our campus population by Spring 2014.
3. Designate one Employee Eco-Rep per division/department to encourage sustainable behavior among faculty and staff by 2015

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Sustain Champlain, SGA, Student Life

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

n/a

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

n/a

**Accountable parties, offices or departments for the Public Engagement plan(s):**

n/a

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

from the 2013 Sustainability Action Plan:  
Vision: Champlain College will be a carbon neutral campus.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

1. Hire Sightlines to create a specific carbon mitigation plan by 2014
2. Champlain will continue to refine our carbon assessment process, including adding data such as work-related travel by employees (conferences, etc.) by 2015
3. Champlain College will offer a voluntary carbon offset program option for Champlain study abroad programs by 2017, such as a contribution to the Champlain College Revolving Green Fund
4. Greenhouse gas emissions will be 20% below 2004 Baseline By 2020 (Common Liberal Arts Target) OR Greenhouse gas emissions will be 40% below 2004 Baseline by 2020 (Leadership Target)

**Accountable parties, offices or departments for the Air and Climate plan(s):**

Sustain Champlain, Campus Planning, Finance Office, International Education, President's Cabinet

**A brief description of the plan(s) to advance sustainability in Buildings:**

from the 2013 Sustainability Action Plan:

Vision: As Champlain College continues to expand, our buildings will be constructed to the equivalent of LEED Gold Standard to lower our carbon footprint and to model green behavior to the greater Burlington community and other higher educational institutions. Our existing buildings will be brought up to high energy efficiency standards to prevent energy loss and to minimize costs.

Also see Campus Master Plan (2007)

<http://www.champlain.edu/about-champlain/vision/master-plan>

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

Action Steps:

1. All new buildings as of 2013 must be constructed to meet LEED Gold standards or equivalent
2. Establish and follow a deferred maintenance plan for existing buildings by 2014.

Also see Campus Master Plan (2007)

<http://www.champlain.edu/about-champlain/vision/master-plan>

**Accountable parties, offices or departments for the Buildings plan(s):**

Sustain Champlain, Campus Planning

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will have a zero-waste dining service that features and celebrates 'real food'.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

Action Steps:

1. Establish clear procedures for waste management at catered events by 2013.
2. Utilize the Real Food Calculator to assess our current purchases by 2014.
3. Working with vendors, develop a zero waste plan by 2020

[Campus Sustainability Data Collector](#) | [AASHE](#)

4. Sign on to the Real Food Challenge and commit to annually increasing procurement of ‘real food’—so as to meet or exceed 20% of food purchases by 2020.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Sustain Champlain, Dining Services/Sodexo

**A brief description of the plan(s) to advance sustainability in Energy:**

from the 2013 Sustainability Action Plan:

Vision: A campus that minimizes energy needs through efficiency and behavioral outreach as well as utilizing renewable sources of energy such as geothermal and supports Burlington Electric Department’s goal of achieving 100% renewable electricity by 2013. Champlain College understands the large impact that energy usage has on the environment. Therefore, we will strive to lower our energy consumption by reducing our dependency on non-renewable resources and increasing our energy efficiency, utilizing our Green Revolving Fund.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

1. Participate in Vermont Businesses for Social Responsibility’s Business Energy Action challenge and reduce energy usage by 5% annually for 3 years by 2016.
2. Together with BED develop a plan to determine most effective electricity efficiency upgrades such as:
  - a. Install LED lighting in dining hall
  - b. Install zoned lighting at Lakeside
  - c. Developing procedures for powering down computer labs during school breaks
  - d. Requiring energy efficient vending machines
  - e. Use of Smart Power Strips in offices
3. Together with Vermont Gas develop a plan to determine most effective electricity efficiency upgrades such as:
  - a. Using outdoor air in winter for cooling
4. Have a real-time energy feedback system that alerts building users as to how much energy is being consumed by 2019
5. Expand use of geothermal heating/cooling across campus for future and existing buildings by 2020

**Accountable parties, offices or departments for the Energy plan(s):**

Sustain Champlain, Campus Planning, Physical Plant

**A brief description of the plan(s) to advance sustainability in Grounds:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will have a beautiful and healthy campus that highlights native plantings and an urban tree canopy. Our campus will model best-practices by proving that aesthetics and sustainability are compatible.

Also see 2007 Campus Master Plan - Landscaping

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Goals:

1. Continue to work on action steps within the Landscape Master Plan and produce an update on progress by 2015.
2. Complete campus tree inventory by 2015.
3. Remove invasive species on campus by 2016.
4. Earn designation by Tree Campus USA by 2017
5. Explore the possibility of designating the campus as an arboretum by 2020.

Also see 2007 Campus Master Plan - Landscaping

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/LandscapeMasterPlanFINAL3-07.pdf>

**Accountable parties, offices or departments for the Grounds plan(s):**

Sustain Champlain, Physical Plant, Campus Planning

**A brief description of the plan(s) to advance sustainability in Purchasing:**

from the 2013 Sustainability Action Plan:

Vision: To support a sustainable economy and to set an example for other institutions and communities, Champlain College will purchase the majority of its goods and services from socially responsible companies that respect the environment

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

Action Steps:

1. Continue with “Heart Healthy Printing” campaign, replacing personal printers with shared multi-function printers.
2. Upgrade requirements regarding vending machines (energy efficiency, etc.) by 2013.
3. Establish Building Product requirements by 2013, including: Lighting fixtures; Low flow plumbing fixtures; Recycled content materials
4. Compile a list of preferred local vendors (especially for t-shirts and printing) by 2014
5. Include environmentally-preferred language into current and future purchasing contracts by 2014.
6. Remove the sale and use of bottled water by 2014.
7. Explore reusable K-Cup options for Keurig Stations by 2015
8. Explore earning a Fair Trade Campus designation by 2016.
9. Adopt a vendor code of conduct that includes commitment to social and environmental responsibility by 2018

**Accountable parties, offices or departments for the Purchasing plan(s):**



### **A brief description of the plan(s) to advance sustainability in Transportation:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will strive to be a campus that offers a wide variety of affordable and convenient alternative transportation options to reduce our greenhouse gas emissions and to increase the quality of life for our community by providing safe, functional and environmentally-friendly transportation for employees and students.

Also see 2013 Transportation Plan

[http://www.champlain.edu/Documents/transportation-parking/ChamplainTransportationPlan\\_May2013.p](http://www.champlain.edu/Documents/transportation-parking/ChamplainTransportationPlan_May2013.pdf)

df

### **The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

Action Steps:

1. Support the goals outlined in the 2013 Champlain College Transportation Plan
2. Have covered bike parking at least one central campus location by 2013.
3. Create a bike commuter resource guide by 2013.
4. Have 25% of employees register with CATMA by 2014.
5. Set up a rideshare program for students by 2014.
6. Install a bike share system by 2018
7. Have at least 100 memberships (Faculty/Staff/Students) with CarShare VT by 2015
8. Attain a Bicycle-friendly University designation by 2015 (American League of Bicyclists)

### **Accountable parties, offices or departments for the Transportation plan(s):**

Sustain Champlain, Transportation office, Campus Planning

### **A brief description of the plan(s) to advance sustainability in Waste:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will be a zero-waste institution by making effective use and reuse of our resources and through encouraging our community to take the time to learn what goes where, and then sort it out.

### **The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Action Steps:

1. 100% of campus printers will have double sided printing as the default setting by 2013
2. Install one electronic waste bin in each residence hall by 2013.
3. Create an "Amnesty Day" for all students moving out of the res halls to return dining ware to the Dining Hall by 2013.

4. Eliminate 100% of bottled water on campus by 2014.
5. Implement a waste reduction education/training program for catering staff by 2014
6. Reduce the amount of paper used for orientation by using a “green thumb” USB drive or website by 2014.
7. When printing is required, encourage new formatting standards by 2014. Encourage use of dropbox/electronic documents otherwise.
8. Implement a cap on free printing for students by 2015
9. Install water refill stations in each residential hall by 2017.
10. Replace all office trash bins with small trash containers that do not require a liner by 2018
11. Encourage departments to continue to move toward electronic forms (purchase orders, travel reimbursements, etc.) by 2020

**Accountable parties, offices or departments for the Waste plan(s):**

Sustain Champlain, Information Systems, Dining Services, Student Life, Physical Plant, Finance office

**A brief description of the plan(s) to advance sustainability in Water:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will utilize efficient technologies to lower our water consumption rate. The campus will rely on innovative storm water management techniques to reduce the amount of storm water runoff that could potentially cause harm to Lake Champlain.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

Action Steps:

1. Decrease our total water consumption per capita by 10% compared to a 2005 baseline by 2015.
2. Continue to work on action steps within the Stormwater Master Plan and produce an update on progress by 2015.
3. Explore certifying the campus “Blue”, a watershed friendly designation, by 2016
4. Install timers in the showers of every residence hall bathrooms by 2017

Also see Stormwater Master Plan (2007)

<http://www.champlain.edu/Documents/About-Champlain/Master-Plan/StormwaterPlanMasterPlanFINAL3-0>

7.pdf

**Accountable parties, offices or departments for the Water plan(s):**

Sustain Champlain, Campus Planning, Physical Plant

**A brief description of the plan(s) to advance Diversity and Affordability:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will increase in diversity through deliberate, thoughtful recruitment of students and employees to foster a highly inclusive community.

Champlain College will provide aid to individuals who would otherwise not have the chance to continue their education in order to cultivate an accessible and inclusive institution.

Also See Champlain 2020 Strategic Plan, Goal #5 - creating a diverse & inclusive campus

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/about/diversity-strategic-plan>

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Action Steps

1. Intentionally incorporate diversity and inclusion goals within sustainability initiatives, whenever feasible and appropriate.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Sustain Champlain, Office of Diversity & Inclusion, Office of Financial Aid

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

from the 2013 Sustainability Action Plan:

Vision: Champlain College will be a fair and responsible employer that provides a healthy, happy and sustainable working environment to its employees

from the Champlain 2020 Strategic Plan: Excite, Engage, and Empower Faculty & Staff: Engaged and empowered faculty and staff work and teach with passion, drive and innovation and move the College forward in order to achieve our vision. Over the next ten years, we will continually work to ensure that Champlain faculty and staff recognize and honor the Champlain College culture while building a high performance environment in which staff and faculty excel and will become a leader in our ability to recruit, retain, develop and celebrate staff and faculty crucial to our success.

<http://www.champlain.edu/about-champlain/vision>

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

Action Steps

1. Support the objectives listed under Champlain 2020 Strategic Goal IV: Excite, Engage & Empower Faculty & Staff

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Human Resources & Organizational Development, President's Cabinet  
[Campus Sustainability Data Collector](#) | [AASHE](#)

**A brief description of the plan(s) to advance sustainability in Investment:**

from the 2013 Sustainability Action Plan:

Vision: Investments in the campus that reflect our institution’s values and needs.

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

Action Steps

1. Through donor solicitations and energy savings repayments, grow the Green Revolving Fund to \$500,000 by 2020.
2. While balancing the critical need to invest in high performing funds, explore socially/environmentally responsible investments for the endowment

**Accountable parties, offices or departments for the Investment plan(s):**

Sustain Champlain, Finance Office, BOT

**A brief description of the plan(s) to advance sustainability in other areas:**

---

**The measurable objectives, strategies and timeframes included in the other plan(s):**

---

**Accountable parties, offices or departments for the other plan(s):**

---

**The institution’s definition of sustainability:**

Defining Sustainability at Champlain College

Champlain views sustainability in an inclusive way, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations, as defined by the Association for the Advancement of Sustainability in Higher Education (AASHE). At Champlain College, sustainability is a central value and we strive to infuse it throughout our other core values of distinctive excellence, innovation, human touch, global engagement, diversity and inclusion.

Sustainability Value Statement

Champlain College will be a sustainable institution, in our operational practices, our campus culture, our curriculum and in our relationships with our greater community. It is our belief that as we support students to be 21st century global citizens, they need to be well informed about sustainability concepts and practices as it relates to their field and profession. Further, we must create a campus where fully engaging in these concepts and practices is a part of life for our whole community. Additionally, we will be a model for other institutions and communities as we create an example of positive impact on the planet and its inhabitants. Because sustainability is a holistic and interdependent concept, our application of sustainability on campus and within our institution will demonstrate this and be

INFUSED into all that we do.

Through various educational mediums, we spread sustainability awareness through the campus. Everyone has a role to play as we work together to create a sustainable institution and campus. Our Sustainability Action Plan, adopted in 2013, is our roadmap of actions for the coming years.

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

2007 Campus Master Plan calls to 'embrace sustainability'

See more at

<http://www.champlain.edu/about-champlain/vision/master-plan>

**The website URL where information about the institution's sustainability planning is available:**

[http://www.champlain.edu/Documents/Sustain-Champlain/SAP\\_June%202013Final.pdf](http://www.champlain.edu/Documents/Sustain-Champlain/SAP_June%202013Final.pdf)

# Governance

---

## Responsible Party

**Donald Laackman**

President

President's Office

---

## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

---

*"---" indicates that no data was submitted for this field*

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

SGA, the Student Government Association is an advocate for the Champlain College community and acts as a liaison for students to the Administration, Staff, and Faculty. The SGA strives to effect change on behalf of the students, thereby creating a more enjoyable environment and a promising future. The SGA offers opportunities for leadership development, involvement, and personal growth within Champlain College.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

---

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	---

<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

There are SGA representatives on our College Council, an advisory body on campus-wide policies that makes recommendations to the President's Cabinet.

Students have also been involved in our past Master and Strategic Planning processes as well as our NEASC re-accreditation process.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

Staff Council has 7 representatives that serve on our College Council, an advisory body on campus-wide policies that makes recommendations to the President's Cabinet.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

---

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**



	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Staff have been engaged in past Master & Strategic Planning processes as well as NEASC re-accreditation processes; on a variety of levels.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

Faculty Senate has 7 representatives that serve on our College Council, an advisory body on campus-wide policies that makes recommendations to the President's Cabinet.

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

Faculty Senate President is able to sit in on non-executive sessions of the Board of Trustees meetings.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

Program Directors have more opportunities for decision-making in the above fields. Standard faculty roles may not.

**The website URL where information about the institution's governance structure is available:**

<http://www.champlain.edu/about-champlain/leadership>

## Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

---

## Responsible Party

**Ame Lambert**  
Sr. Director  
Diversity & Inclusion

---

## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

"---" indicates that no data was submitted for this field

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Diversity Council's charge is to create strategic action to institutionally harness the productive power of difference.

Office of Diversity & Inclusion has a dual focused mission: On a macro level, we work with all campus stakeholders to create an inclusive, interculturally competent campus and equip all constituents with the tools to thrive in a global, multicultural and interdependent world. On an equally focused, but micro level, we provide specialized support services for underrepresented populations, ensuring they have a successful experience at Champlain and beyond.

**The full-time equivalent of people employed in the diversity and equity office:**

2

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/office-of-diversity-and-inclusion>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

**A brief description of the cultural competence trainings and activities:**

Intercultural U — Champlain's intercultural training certification program is an innovative program designed to prepare members of the Champlain to serve as peer trainers and champions and intercultural/diversity facilitators.

As an Institution committed to creating an inclusive campus and graduating global citizens equipped to thrive in a multicultural and interdependent world, we recognize the need to have a systemic approach to building intercultural competence, a common language for our inclusion discussions and work and a team of qualified in house educators, 'experts' and facilitators that both represent AND can speak to various campus stakeholders. The certification program addresses all of these needs.

The program comprises 25 hours of training provided in 2 hour modules. The program is open to all interested members of the Champlain community (faculty, administrators and staff) who are willing to commit to their own development and are willing to assist in the development of others on campus. It is an incredible investment of time, but it will time well spent as you become part of an engaged community of action with a common framework, develop further on your personal intercultural journey and become better equipped to move the college towards its diversity and inclusion goals.

Student Leaders have their own personalized trainings; all students are encouraged to participate in D&I programming.

**The website URL where information about the cultural competence trainings is available:**

[Campus Sustainability Data Collector | AASHE](#)

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/information-for-faculty-and-staff/intercultural-u>

# Assessing Diversity and Equity

---

## Responsible Party

**Ame Lambert**  
Sr. Director  
Diversity & Inclusion

---

## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

"---" indicates that no data was submitted for this field

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

An annual report card noting progress on the following: Access & Success, Climate & Intergroup Relations, Education & scholarship, and Institutional Planning: Viability and Vitality

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/institutional-diversity-framew>

ork

**Has the institution assessed student diversity and educational equity?:**

Yes

**A brief description of the student diversity and educational equity assessment(s):**

All first year students take the Intercultural Development Inventory

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

Employees are encouraged to take the Intercultural Development Inventory

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

---

**The website URL where information about the assessment(s) is available:**

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/information-for-faculty-and-staff/diversity-council/assessment>



# Support for Underrepresented Groups

---

## Responsible Party

**Ame Lambert**  
Sr. Director  
Diversity & Inclusion

---

## Criteria

### *Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

---

"---" indicates that no data was submitted for this field

## **Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

C.A.R.E — Champlain's Achievement, Retention and Excellence — is designed to help students succeed and thrive.

The program combines the best of research on retention and success for underrepresented students, students from our partner programs and first-generation populations, including:

Academic support and structure

Mentoring

Development of non-cognitive variables

Providing horizon expanding opportunities

Developing a positive identity

Developing the capital needed to succeed in college

[ion/care-program](#)

There are also affinity groups for LGBTQ; Jewish students & employees; and international students

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/information-for-faculty-and-st>

[aff/affinity-groups](#)

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/office-of-diversity-and-inclusion/care-program>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

Champlain College is committed to providing its staff, faculty and students the opportunity to pursue excellence in their academic and professional endeavors. This opportunity can exist only when each member of our community is assured an atmosphere of mutual respect, free from unlawful discrimination and harassment. This policy outlines expectations regarding how individuals who are members of and visitors to the Champlain College community are to treat others in order to ensure such an atmosphere of mutual respect and a safe environment for our students, faculty and staff.

The Discrimination, Harassment and Hazing Prevention Policy and Complaint Procedure applies to all administrators, employees, admission or employment applicants, students, members of the Board of Trustees, agents of the College and volunteers involved in College-related activities. The policy also applies to those who do business with the College in their interactions with members of the College community, and to other visitors. While the procedures below apply to cases involving alleged domestic violence, dating violence, sexual assault or stalking, the policies and definitions in the College's Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence and Stalking Policy stated above apply to defining such misconduct at the College, rather than the policy and definitions described below regarding other types of harassment and discrimination.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

[http://catalog.champlain.edu/content.php?catoid=15&navoid=379#Discrimination\\_and\\_Harassment](http://catalog.champlain.edu/content.php?catoid=15&navoid=379#Discrimination_and_Harassment)

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

No

# Support for Future Faculty Diversity

---

## Responsible Party

**Mary M. Lee**

Associate VP

Human Resources & Organizational Development

---

## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

*"---" indicates that no data was submitted for this field*

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

## **A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Strategic Goal #5 for Champlain 2020: Fostering an Inclusive & Diverse Community: Recognizing that diversity is both a reflection of our world and a source of rich education, Champlain will be diverse in ways that reflect the world in which we live and work. All members of the Champlain community will have a sense of being a valued member of the College community.

Active diversity recruitment in our Human Resources department

## **The website URL where more information about the faculty diversity program(s) is available :**

<http://www.champlain.edu/about-champlain/vision>

# Affordability and Access

---

## Responsible Party

**Kristi Jovell**  
Director  
Financial Aid

---

## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

"---" indicates that no data was submitted for this field

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Personalized Financial Aid process with many scholarships. In addition, we have an "Angel Fund" to assist students in need with personal requests.

[http://news.champlain.edu/2014/02/25/champlains-angel-fund/?utm\\_source=rss&utm\\_medium=rss&utm\\_c](http://news.champlain.edu/2014/02/25/champlains-angel-fund/?utm_source=rss&utm_medium=rss&utm_c)

[ampaign=champlains-angel-fund](#)

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

CARE mentor Program - C.A.R.E — Champlain's Achievement, Retention and Excellence — is designed to help students succeed and thrive. -

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/office-of-diversity-and-inclus>

[ion/care-program](#)

Intercultural U training - Champlain's intercultural training certification program is an innovative program designed to prepare members of the Champlain to serve as peer trainers and champions and intercultural/diversity facilitators. -

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/office-of-diversity-and-inclus>

[ion/intercultural-u](#)

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

Imagine College -

<http://www.champlain.edu/about-champlain/diversity-and-inclusion/office-of-diversity-and-inclus>

[ion/imagine-college](#)

Champlain College's pre-college and college success initiative, Imagine College, is designed to help create college access for underserved populations, help them continue to graduation and prepare them for a life of career and personal success where they can serve as agents of positive change in our community.

**A brief description of the institution's scholarships for low-income students:**

Beyond the typical federal and state scholarships, we also offer the following scholarships:

New American Student Scholarship is a need-based scholarship for Vermont's refugee and asylum students. Recipients must be eligible for a Federal Pell Grant. This scholarship is for tuition only, and the amount varies depending on the students expected family contribution and other need-based grants and scholarships the student is eligible to receive.

Single Parent Scholarship is a scholarship for Pell-eligible single parents participating in the Champlain College Single Parents Program. The goal of the scholarship is to aid with tuition for single parents.

Vermont First Scholarship is targeted at first generation college-bound high school seniors. Recipients must be full-time and eligible for a Federal Pell Grant. This scholarship, in combination with the expected family contribution, federal and state programs to include work-study, student loans, grants and other gift aid, will provide funding for up to the full cost of attendance at Champlain College. Vermont First scholarship recipients must remain in campus housing to qualify for the full award.

<http://www.champlain.edu/admissions/undergraduate-admissions/financial-aid-undergraduate/grants>

[-and-scholarship](#)

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

A very personable Financial Aid office that works with each family individually.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Direct relationships with two schools:

Charter High School for Architecture & Design (PA)

Bronx High School for Science (NY)

+ New American Scholarship program for refugees

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Outreach/recruiting for Single Parent Program; New Americans; first generation students

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Single Parent Scholarship is a scholarship for Pell-eligible single parents participating in the Champlain College Single Parents Program. The goal of the scholarship is to aid with tuition for single parents.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

CARE mentor program

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

Single Parent Program; New Americans; first generation students

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

no formal programs

**A brief description of other policies and programs to support non-traditional students:**

Single Parents Program support

<http://www.champlain.edu/academics/undergraduate-academics/academic-and-career-support/single-p>

[arents-program](#)

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---



**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

---

**The website URL where information about the institution's affordability and access programs is available:**

<http://www.champlain.edu/parents/financial-aid-and-student-accounts/financial-aid>

## Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

---

## Responsible Party

**Mary M. Lee**

Associate VP

Human Resources & Organizational Development

---

## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

---

**Submission Note:**

Total number of Champlain employees (full and part time) - 684 (this does include all Adjuncts)

"---" indicates that no data was submitted for this field

**Number of employees:**

684

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

684

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

92

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

0

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

n/a

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

---

**The local legal minimum hourly wage for regular employees:**

---

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

No

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

---

# Assessing Employee Satisfaction

---

## Responsible Party

**Mary M. Lee**

Associate VP

Human Resources & Organizational Development

---

## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

## Submission Note:

We are going to host the survey again in March 2016.

"---" indicates that no data was submitted for this field

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

100

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Every 2-3 years we participate in the Modern Think survey - which all employees are invited to fill out.

<http://www.modernthink.com/mtweb/page.html?code=home>

The Staff Welfare and the Faculty Welfare committees, working together with our Human Resources Department, are then charged with coming up with proposals for addressing any concerns raised in the survey results.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

The Staff Welfare and the Faculty Welfare committees, working together with our Human Resources Department, are then charged with coming up with proposals for addressing any concerns raised in the survey results.

The President's Cabinet, which is largely new in 2014-2015, is dedicated to implementing improvements.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,014

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

---

# Wellness Program

---

## Responsible Party

**Mary M. Lee**

Associate VP

Human Resources & Organizational Development

---

## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

### Submission Note:

Student Health & Wellness

<http://www.champlain.edu/student-life/student-services/health-and-wellness>

Student Counseling Center

<http://www.champlain.edu/student-life/student-services/counseling-center>

Wellness & Fitness Center

<http://www.champlain.edu/student-life/campus-life/idx-student-life-center/wellness-and-fitness-center>

Employee Assistance Program

<http://www.champlain.edu/faculty-and-staff/human-resources/benefits/employee-assistance-program>

"---" indicates that no data was submitted for this field

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes



**A brief description of the institution's wellness and/or employee assistance program(s):**

The Wellness Committee at Champlain College works to create a culture of wellbeing wherein all employees are encouraged to participate in diverse and holistic activities that engage, excite, and empower individuals to discover paths to wellbeing. Our goal is to provide the resources, programs and community that will induce employees to be stewards of their physical, social and spiritual wellbeing while improving their overall health.

The program has weekly options for yoga, personal training, running club, strength and tone classes as well as body resolution classes.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.champlain.edu/faculty-and-staff/human-resources/wellbeing>

# Workplace Health and Safety

---

## Responsible Party

**Ted Winokur**

Contract & Risk Management Director  
Finance & Administration

---

## Criteria

### Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

---

"---" indicates that no data was submitted for this field

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	6	7
<b>Full-time equivalent of employees</b>	495	496

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
--	------------	----------

<b>Performance Year</b>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2013	Dec. 31, 2013

**A brief description of when and why the workplace health and safety baseline was adopted:**

---

**A brief description of the institution’s workplace health and safety initiatives:**

Concentra is Champlain College's workers' compensation provider. Concentra intends to raise the standard of health by putting individuals first, treating them with clinical excellence, and focusing on their ongoing well-being. Concentra offers services in five main areas; occupational health, physical therapy, health and wellness, urgent care and primary care.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.champlain.edu/faculty-and-staff/human-resources/benefits/workers-compensation>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Sustainable Investment

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

## Investment Disclosure

### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4



## Responsible Party

**Kristin Wolf**  
Assistant Professor  
Core Division

---

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

College Apiary

**A brief description of the innovative policy, practice, program, or outcome :**

The Champlain Apiary was established in the Spring of 2013 to provide experiential learning opportunities for our students and community members and to support the college's commitment to sustainability.

This living laboratory gives us a window into the fascinating lives of a uniquely social organism that teaches us about the intricacies of group decision-making, communication and community.

In addition to experiencing the bees through their biology and role in the ecosystem, bee products (honey, wax, pollen, propolis, even the bees themselves) provide a unique opportunity for students in business and marketing to create a profitable endeavor out of the apiary. The honey produced by our bees is bottled and marketed by our students, and all proceeds benefit the educational mission and material support of the apiary.

At a time when feral and managed bee populations are in decline, our bees benefit Champlain's campus and the surrounding landscape through the pollination services they provide.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

---

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---

<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	Yes
<b>Purchasing</b>	Yes
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

**The website URL where information about the innovation is available :**

<http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/programs-sustain-champlain/champlain-apiary>

### Responsible Party

**Ann DeMarle**  
Director  
Emergent Media Center

---

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

---

**A brief description of the innovative policy, practice, program, or outcome:**

---

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

---

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
<b>Curriculum</b>	---
<b>Research</b>	---
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	---

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

**The website URL where information about the innovation is available:**

---

### Responsible Party

**Linda Wheeler**  
Senior Director  
Auxiliary Services

---

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

---

**A brief description of the innovative policy, practice, program, or outcome:**

---

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

---

**A letter of affirmation from an individual with relevant expertise:**

---

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---



<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

**The website URL where information about the innovation is available:**

---

# Innovation 4

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.