



Sterling College

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

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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

Credit
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?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

We have majors in Sustainable Agriculture and Sustainable Food Systems, as well as a farm; however, it is part of the curriculum of the College and there is no separate school.

Reason for excluding medical school:

No medical school exists at this institution.

Reason for excluding pharmacy school:

No pharmacy school exists at this institution.

Reason for excluding public health school:

No public health school exists at this institution.

Reason for excluding veterinary school:

No veterinary school exists institution.

Reason for excluding satellite campus:

No satellite campus exists at this institution.

Reason for excluding hospital:

No hospital exists at this institution.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

There does not seem to be an agricultural experiment station at this institution.

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Our other "energy intensive space" is the kitchen.

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

Endowment size:

1,011,390 US/Canadian \$

Total campus area:

430 Acres

IECC climate region:

Mixed-Humid

Locale:

Rural

Gross floor area of building space:

57,076 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

698 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

1,404 Square Feet

Floor area of residential space:

26,163 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	15
Coal	---
Geothermal	---
Hydro	15
Natural gas	---
Nuclear	30
Solar photovoltaic	15
Wind	---
Other (please specify and explain below)	25

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

10% comes from landfill gas generation; the remaining energy is obtained through spot market transactions.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	97
Geothermal	---

Natural gas	---
Other (please specify and explain below)	3

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

Our fuel oil supplier uses a biofuel blend--depending on the temperature, our fuel oil is anywhere from 5 to 10% biofuels. The "other" heating source Sterling College uses is propane for one building.

Academics and Demographics

Criteria

n/a

Submission Note:

Academic Divisions, Graduate Program, and Distance Education are not applicable criteria since they do not exist at this institution.

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

Number of academic divisions:

0

Number of academic departments (or the equivalent):

5

Full-time equivalent enrollment:

109

Full-time equivalent of employees:

45

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

109

Total number of graduate students:

0

Number of degree-seeking students:

109

Number of non-credit students:

0

Number of employees:

61

Number of residential students:

93

Number of residential employees:

5

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.

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

Responsible Party

Carol Dickson

Dean of Academics

Academic

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*.

Submission Note:

We are currently transitioning to using Blackbaud for our student information system (SIS). We are researching if this will allow us to designate sustainability courses in the catalog and/or the student transcripts.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	175	0
Number of sustainability courses offered	25	0
Number of courses offered that include sustainability	32	0

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

5

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

5

Number of years covered by the data:

Two

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

[Sterling College Sustainability Courses.xlsx](#)

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

This is included in the attached above. Also included in the course catalog below.

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

<http://www.sterlingcollege.edu/academics/catalog-2014-2015/>

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

Classes were arranged and collected and then, according to course descriptions, were graded as either sustainability focused courses or sustainability inclusive courses. These were then evaluated by the Dean of Academics for approval and additional edits.

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

Each offering or section of a course was counted as an individual course

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	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	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

Laura Berry
Registrar
Administrative

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:

The total number of graduates listed were graduates in the commencement ceremony in May 2014. These may include graduates from the previous summer and fall because Sterling only hosts one commencement per year.

"---" 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:

33

Total number of graduates from degree programs:

33

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:

All of the academic programs at Sterling College have at least one sustainability related outcome as part of their learning objects. Majors include:

Ecology
Environmental Humanities
Outdoor Education
Sustainable Agriculture
Sustainable Food Systems
Self-Designed Majors

Minors include:

Climate Justice
Sustainable Food Systems
Draft Horse Management
Natural History
Natural Resource Management
Education Studies

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

A Sterling College education builds the competency of its graduates to:

- Practice both critical and systems thinking
- Compile, assess, and use data to make decisions
- Communicate accurately and effectively in writing and in speech
- Work effectively both individually and in groups
- Understand historical and global context of privilege, oppression, poverty and social justice
- Demonstrate leadership through active participation in supporting community wellbeing
- Develop and appreciate creativity in expression, work, and problem-solving
- Develop the skills to live independently and to sustain oneself in a community
- Continue further investigation of interests, including the pursuit of advanced study
- Live satisfying and productive lives as environmental stewards

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

<http://www.sterlingcollege.edu/academics/academic-philosophy/>

Undergraduate Program

Responsible Party

Carol Dickson

Dean of Academics

Academic

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*.

Submission Note:

Every major and minor at Sterling College is sustainability-focused. We offer five majors: Sustainable Agriculture, Ecology, Environmental Humanities, Outdoor Education, and Sustainable Food Systems. Additionally, we offer minors in Draft Horse Management, Education Studies, Natural Resources Conservation, Sustainable Food Systems, and Climate Justice. The overarching goal for all of our degrees is to have our graduates live satisfying and productive lives as environmental stewards.

"---" 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):

Sustainable Agriculture

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

Sustainable agriculture is about taking an ecological approach to farming.

The Sterling students who get a degree in Sustainable Agriculture will learn how to build a future of small farming that doesn't exacerbate climate change, water scarcity, or pollution. Students have hands-on classes in how to raise crops for human food and fiber needs, how to measure and tend to soil health, and how to work with draft horses.

The heart of the Sustainable Agriculture degree is our own farm, where students grow most of the food consumed on campus. All students on campus work on the farm and gardens at some point during their Sterling College experience. Students learn about season extension strategies for vegetable production, raising pastured meats, and how to use both small tractors and draft horses for a true mixed power model.

The Sustainable Agriculture curriculum has a broad foundation in Biology, Forestry, Soil Science, and Animal Science. Students will also learn about small business management practices and will explore state and federal agricultural policy.

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

<http://www.sterlingcollege.edu/academics/areas-of-study/sustainable-agriculture/>

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

Sustainable Food Systems

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

Studying sustainable food systems means taking an ecological approach to the future of food and food production. Students will examine the social, cultural, and ecological impacts of the way food is produced, consumed, and regarded.

Students will start with an immersion in the food systems of this region of Vermont, with hands-on culinary experiences, field visits to the region's artisanal food producers, seminars in food writing, and intensives in small-scale value-added products such as cheese, meat, and lacto-fermentation.

Those majoring in Sustainable Food Systems are deeply involved in the rural experience, while gaining a broad understanding of local and global connections through internships and Global Field Studies.

The heart of the Sustainable Food Systems degree is our own farm, where students grow most of the food consumed on campus. All students work on the farm and gardens at some point during their Sterling College experience. Students learn about season extension strategies for vegetable production, raising pastured meats, and how to use both small tractors and draft horses for a true mixed power model.

The Sustainable Food Systems major is a launchpad for those who wish to make a difference in food and food policy, food security, food entrepreneurship and business, as well as education and public health

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

<http://www.sterlingcollege.edu/academics/areas-of-study/sustainable-food-systems/>

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

Ecology

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

When you study ecology at Sterling College, you get unparalleled opportunities to explore, research, and engage with the natural world. Sterling College's Ecology major is designed to educate environmental stewards who will be vital in developing solutions for a sustainable and sustaining future.

Through courses and fieldwork in ecology, natural history, conservation, and related areas, students get an in-depth understanding of the natural world and ecological systems. Students develop a solid foundation in ecological framework, and engage in real world research with leading faculty and partnering organizations. Field courses and internships allow students to apply their knowledge in places from Craftsbury to the American Southwest to Mongolia.

Our Ecology graduates leave Sterling with the necessary skills for a range of careers and well-prepared for further graduate-level studies. Sterling alumni in Ecology work as guides, field researchers, consultants, and other positions for private conservation organizations such as The Nature Conservancy, state-level environmental agencies such as the Department of Environmental Conservation, and federal-level agencies such as the U.S. Forest Service, the Environmental Protection Agency, and the National Park Service.

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

<http://www.sterlingcollege.edu/academics/areas-of-study/study-ecology/>

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

<http://www.sterlingcollege.edu/academics/>

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):

Sustainable Food Systems

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

The minor in Sustainable Food Systems introduces students to local, regional, and global food systems in an intensive academic program that includes study of the cultural and ecological context of food, hands-on culinary experience, field visits, and introduction to sustainable agriculture. Students who pursue a Food Systems minor are deeply immersed in the rural experience, farming, cooking, and engaging with food producers, suppliers, entrepreneurs, and other professionals.

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

<http://www.sterlingcollege.edu/academics/minors/sustainable-food-systems/>

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

Natural Resource Conservation

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

Sterling College students pursuing a minor in Natural Resources Conservation examine local and global conservation issues including natural resources sustainability and biodiversity protection. Courses provide students with a strong understanding of methods, concepts, and application of conservation and management techniques. Equipped with a variety of field experiences and strong communication skills, students enter the conservation field and work towards viable solutions to pressing environmental issues

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

<http://www.sterlingcollege.edu/academics/minors/natural-resources-conservation/>

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

Climate Justice

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

Students pursuing a minor in Climate Justice at Sterling College will explore environmental and social justice issues that both contribute to and arise from climate change. With a strong understanding of ecology, an introduction to climate science, and further studies in economics, policy and law, community organizing and social change, Sterling students will become uniquely qualified to engage critically in constructing effective responses to climate change.

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

<http://www.sterlingcollege.edu/academics/minors/climate-justice/>

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

<http://www.sterlingcollege.edu/academics/minors/>

Graduate Program

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*.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Carol Dickson

Dean of Academics

Academic

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.

Submission Note:

A Sterling education is both local and global. Our sense of place in Craftsbury Common and Vermont is enriched by participation in our Global Field Studies experiences.

Through Global Field Studies, Sterling students and faculty have the opportunity to travel together within the United States or abroad to look at issues related to environmental stewardship and to experience rich ecological and cultural diversity.

Recent programs have included:

Arctic Canada—Labrador landscapes and society

Bahamas—impacts of land use on coral reefs

Belize—rainforest ecosystems and tropical watersheds

Canada—impact of hydroelectric development

Chiapas, Mexico—agricultural adaptations to climate change

High Sierra Nevada, California—expedition skills, ecology, and natural history of the Sierra Nevada

Hudson River Watershed—nature and culture of a changing landscape

Maritime Canada—marine natural history and ecology of the North Atlantic

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

"Agricultural Adaptations to Climate Change in Chiapas, Mexico": This innovative two-week course will provide students with the opportunity to study the political, ecological, and historical aspects of sustainable agriculture in and around Chiapas, Mexico.

This four-credit course is offered by Sterling College. Students will explore this complex, fertile, and productive region. Faculty from Sterling College, an on-site community facilitator and researcher, as well as a Vermont commercial farmer, will guide students through the impacts of climate change in Chiapas, as well as through ecological adaptation strategies such as organic horticulture and community collaboration.

The region offers a unique living classroom for students to learn about climate change and sustainable agriculture. Chiapas has coastal mountain peaks and cloud forests that are home to traditional milpa agriculture and coffee production, as well as plains that have been deforested by conventional ranching. The area also has coastal mangroves that serve as a key watershed resource for local fisheries.

Students will learn firsthand about the pressures of climate change on agriculture and they will have the opportunity to observe solutions in action, including integrated watershed management, agroecological production systems, shade-grown coffee, and community development programs. In the coastal plains, community ranching groups are re-foresting pastures. In the Chiapan jungle, students will meet with indigenous groups to discuss links between the global economy, deforestation, and palm oil plantations, as well as explore the Mayan heritage of the region.

Students will learn about real world solutions to the challenges of climate change, then strategize how to implement these solutions back home, in research, and in service work around the world.

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

<http://www.sterlingcollege.edu/academics/global-field-studies/global-field-studies-chiapas-mexico/>

Sustainability Literacy Assessment

Responsible Party

John Zaber

Faculty
Outdoor Education

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.

Submission Note:

A Sense of Place is offered both Fall semester and Spring semester, so all students are able to complete the Bioregional Inquiry Project.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

100

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

[bioregional inquiry project 2014.doc](#)

The questions included in the sustainability literacy assessment(s) :

A brief description of how the assessment(s) were developed:

The assessments were developed as a way to explore the concepts of sustainability, land use, and conservation within the immediate region. This would be the ground floor for students to consider these issues in larger communities or communities they would live in after

graduation.

A brief description of how the assessment(s) were administered:

The assessment is administered via written final essay from the student.

A brief summary of results from the assessment(s):

All students must pass A Sense of Place as a requirement for graduation. The Bioregional Inquiry Project is referred to throughout the student's career and he or she continues further reflection of the sustainability literacy as the student studies other communities.

The website URL where information about the literacy assessment(s) is available:

Incentives for Developing Courses

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.

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

Campus as a Living Laboratory

Responsible Party

Jennifer Payne

Dean of Work

Work Program

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:

Sterling College is New England's only Work-Learning-Service College and one of only seven federally recognized work colleges in the nation.

At Sterling, all residential students, regardless of financial aid award, work at least 80 hours each semester. Students earn a minimum of \$1,650 towards their college costs. Additional earnings are possible through work-study positions, summer internships, and residence

hall supervision.

Work at Sterling, whether it's on the farm, in the kitchen or dormitories, in an office, at the local public school, or at a local nonprofit, is invaluable for both the students and the community.

The Work Program allows all students to contribute to the day-to-day operation of the College. The Sterling community needs the cooperation and skills of everyone involved to prosper. Students learn valuable skills and practices applicable to their futures. While the Work Program is a "résumé builder," it also demonstrates on a daily basis what it means to be a productive member of an active community.

Work and service at Sterling are always part of learning. During the sophomore internship and the Senior Capstone Project, for example, students include a service and work component in their academic pursuits.

Everyone at Sterling is proud of the tradition of work, learning, and service evident in our motto: "Working Hands – Working Minds."

In addition to the Federal Work Program, Sterling College utilizes many of the above areas in many classrooms. Sterling is also accredited by the Association for Experiential Education. Whether it's through the work program or through hands-on classroom activities, Sterling College students will gain the opportunities to access experiential learning.

"---" 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
Air & Climate	No
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes

Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	No
Other	Yes

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:

Sterling College has several work crew positions that utilize Buildings as a positive outcome, which include Grounds and Campus Crew. These positions work to create more efficient, cleaner, and better building structures on campus.

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:

The Dining Services portion of the work program at Sterling College is one of the biggest assets. Work Program positions include breakfast cooks, prep cooks, brunch cooks, and food systems analysts. These positions utilize the kitchen as a learning tool for purchasing foods that is local, sustainable, humane and fair trade, as well as learning better time management, exploration of cooking meals, and well earned work ethic.

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:

The campus is used as a living laboratory for Energy in the classes Renewable Energy Design and Analysis, as well as Environmental Science. These classes tackle many questions about energy use and also perform audits and exams on the buildings about the amount of energy used. They also create and brainstorm ways to save energy on campus by implementing practical solutions, such as posters, signage, etc.

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:

The Grounds Crew serve many facets. They create and work on projects that keep the grounds clean, maintained, and orderly so that sustainable projects, classes, and the school can utilize them successfully for sustainability education. Positions include Forestry Crew,

Grounds and Campus Maintenance, and Trail Crews.

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:

Through shared governance, students, staff, and faculty have an enormous amount of say in what we purchase. While we do grow 20% of our own food on campus, we still purchase food from outside sources, and we purchase 76% "real food"—food that is deemed local, sustainable, fair-trade, and humane by the Real Food Challenge. The community also scrutinizes what we purchase in terms of cleaning products, paper products, technology, and more.

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:

The Federal Work Program has two positions that utilize transportation as a learning environment. The first, the Van Coordinator, manages the campus fleet, learns time management skills, and utilizes the vans as a shuttle and car pooling service when needed. The other position is the Green Bike Baron/ess, who restores and maintains a fleet of campus bikes that are used by students to commute around campus and the community so that fewer cars have to be on the road.

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:

Sterling College has a very unique work program position that oversees waste. Dubbed "Captain Compost," its formal name is the Compost Coordinator. This position utilizes waste as a learning and evaluation tool. This position manages all of the compost generated by the school. All food at the school is composted.

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:

There are courses on watershed ecosystems as well as wildlife habitats and invasive species; these issues are studied and modeled utilizing the campus's streams, watersheds, and ponds.

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:

Students participate in all levels of the Sterling College governance. The strategic plan was developed in part by students, for example. Students serve on many governing bodies that assess sustainability, most prominently the Lands & Energy Committee and also Community and Academic Councils. These assess two of the main areas of sustainability: the environment and natural world, and humans and our communities. Other roles students play in governance include Community Advisors, Work Council, Clerk Positions (equivalent to Assistant Managers) in various work areas, and other groups and clubs on campus.

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:

Community Advisors enhance and maintain the diversity of the campus at Sterling College. Community Advisors maintain diversity by creating safe, inclusive spaces in the campus dormitories and other areas. They organize informational workshops that include topics such as privilege and ally training.

Other areas serve as a living laboratory include the Equity Committee, Community Council, Academic Council, and Work Council, all of which are part of a shared governance in which Sterling students participate to add to the diversity and affordability of the campus.

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:

Community Advisors also serve to be the backbone of the Health, Wellbeing & Work section. They utilize the safe spaces they create to create a healthy atmosphere for the college. Another work crew position, the Veteran's Services Coordinator, is a major role that adds to the campus health and wellbeing. This position works with veterans, who make up a 10% of the student population, and try to develop and create resources and assistance for them. They also inform the public about the work the veterans have done and are doing.

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:

The College is very transparent about its endowment and its performance. Given that we're the first college in Vermont, and the third college in the nation, to divest its endowment from the fossil fuel sector, the campus community is very interested to see how that affects the growth of our endowment and if sustainable investments work in the long run. Additionally, one of our Trustees is a the chief investment officer for Clean Yield Asset Management, and often gives talks about Slow Money Vermont and other sustainable investment options.

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:

Sterling College utilizes the campus as a living laboratory in many other facets through the work program and through classes. One of the largest components of this is the Sterling Farm. In the work program specifically, students work to help run the farm and gain valuable hands on experience to utilize in their careers. Examples of work positions include 3 different "Clerk of the Works" positions: one in Draft Animal Management, one in Farm Chores, and one in Farm Hand management. All of these positions are equivalent to Assistant Farm Managers and gain incredibly valuable skills for future graduates. Other positions include Farm Chore Hands, Farm Crew Hands, Compost Coordinator, Garden Crew, Garden Crew Coordinators, and Draft Animal Attendants. Additionally, all students, regardless of financial aid award, must complete at least one week of farm chores per semester.

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

<http://www.sterlingcollege.edu/work-college/>

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.

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Farley Brown
Faculty in Ecology
Ecology

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.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

4

Total number of the institution's faculty and/or staff engaged in research:

4

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

2

The total number of academic departments (or the equivalent) that conduct research:

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

Names and department affiliations of faculty and staff engaged in sustainability research:

Laura Spence--Ecology
 Farley Brown--Ecology
 Charlotte Rosendahl--Sustainable Agriculture
 Louise Calderwood--Sustainable Agriculture

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

Information was collected from Farley Brown and Laura Spence in regards to research. All of the faculty that participate in research gear their research toward sustainability topics, particularly in the fields listed above.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

Research by Farley Brown includes the following:

2008 - National Science Foundation grant to conduct a Bioassessment of the Wild Branch River. This included an assessment of benthic macroinvertebrate communities in three specific locations along the Wild Branch, a river that has been unstable for many years. Data was merged with a larger Streams Project in the Lake Champlain Watershed (along with other schools - Johnson State College, St. Michael's College, UVM, Middlebury College, and Norwich University). I hired 3 students to assist me in the collection of organisms in the field and then identification and classification in the lab. This information was presented at the Streams Project Annual Meeting in 2009

2012/2013 - Northern Rivers Land Trust Project: Hardwick Lake - Today and Tomorrow. We collected ecological, historical, and current land use information about a human made lake in Hardwick, Vermont. I worked with 4 students to collect field data and 1 student to help write the final report. This project was presented at the Northern Rivers Land Trust Annual Meeting 2013.

2012/2014 - Sterling College Land Management and Information Project: Development of a web-based mapping curriculum to enhance student learning and understanding of the use and management of Sterling College land. Funded by the Work College Consortium. Assisted by the Lands Communication Work Program student (actually we developed that position once we got the grant).

2014 - Upper Black River Stabilization Project: funded by Vermont Community Foundation through the Craftsbury Conservation Commission (which I chaired). I hired 1 student to assist me in the field documenting presences of Japanese knotweed as well as areas of unstable stream banks along specific reaches of the Black River. The student created GIS maps of these areas. The Watershed Analysis class and Wildlife Conservation class collected data which will be used in the final write up.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Farley Brown
Faculty in Ecology
Ecology

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.
-

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

The Senior Applied Research Project (SARP) is an integrated learning experience that requires students to develop and apply the theoretical knowledge necessary to tackle a real problem in their field of study. The SARP requires each student to research the chosen problem, propose a solution, present results in both oral and written form, and take at least one significant step toward implementing the solution. A faculty advisor works closely with each student to develop study plans, guide project design, and find a sponsoring organization that offers a project of appropriate scope. Through the Senior Applied Research Project, students begin to build a bridge between their college studies and the practical applications that constitute their future work.

The website URL where information about the student research program is available:

<http://www.sterlingcollege.edu/intranet/faculty/senior-capstone-projects-2/>

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this

credit?:

No

A brief description of the institution's program(s) to encourage faculty research in sustainability:

The institution does not have any formal programs to encourage faculty to research in sustainability; however, many have still pursued research despite the lack of a formal program.

The website URL where information about the faculty research program is available:

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

No

A brief description or the text of the institution's policy regarding interdisciplinary research:

The website URL where information about the treatment of interdisciplinary research is available:

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

The Brown Library at Sterling College is open to students 24 hours a day and includes an array of different resources available for student research. The library has a catalog, access to databases such as JSTOR, and also includes Senior Applied Research Projects from students in the past, many of which were sustainability focused.

The website URL where information about the institution's library support for sustainability is available:

<http://www.sterlingcollege.edu/academics/library/>

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 Pursuing** so Reporting Fields will not be displayed.

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.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

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*.

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

Responsible Party

Favor Ellis

Dean of Community

Residence Life

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:

Sterling College orientation includes two parts: a two week intensive class that is required for all new students known as A Sense of Place, and a one week orientation known as Community Week.

A Sense of Place is described below from the school website.

First year students begin their Sterling career with a two-week intensive called A Sense of Place. The course is an introduction to the ecology, society, and culture of northern New England. Classes include botany, human history, land- use practices, and visits to local artists and farms. Students participate in outdoor challenge activities and small group work, learn about establishing norms of social conduct, build community, and initiate conversations about what it means to live sustainably.

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

<http://www.sterlingcollege.edu/community/a-sense-of-place/>

Responsible Party

Favor Ellis
Dean of Community
Residence Life

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?:

	Yes or No
--	------------------

Active student groups focused on sustainability	Yes
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	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	---
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	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	---

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

Social and Environmental Justice Club (SEJC)

The SEJC at Sterling College is a student-driven club that meets weekly to discuss various social and environmentally related issues going on locally and regionally. Many of these apply to the larger context of sustainable communities. Past events attended by members include the People's Climate March in NYC in Fall 2014 and a protest march and direct action even in Montpelier, Vermont at the state house.

The website URL where information about student groups is available:

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:

Among the nation's first college farms, our farm is a big part of our campus, and farm work is well integrated with academic study, the work program, and everyday community life. Students grow 20% of our own food on campus. Students conduct research experiments on the farm, and gain hands-on experience growing crops, managing livestock, using the woodlot, and working with draft horses.

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

<http://www.sterlingcollege.edu/community/a-sense-of-place/sterling-farm/>

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

A number of different speakers and conferences have been hosted at Sterling College. Green Mountain Farm to School hosted a Farm to School Conference in November, which included students in their intended audience, in addition to numerous local teachers, farmers, and [STARS Reporting Tool](#) | [AASHE](#)

businesses.

A number of different speakers related to sustainability have spoken at Sterling College including Gary Paul Nabhan, Marion Nestle, and Alice Waters.

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

<http://www.sterlingcollege.edu/news-events/author-gary-paul-nabhan-speak-sterling-college/>

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

Sterling College hosts a number of student focused art events that include display and sales of artwork made through the Environmental Humanities curriculum.

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:

Many of the Outdoor Education classes at Sterling College include following Leave No Trace principles. Bounder, a first year experiential learning opportunity, gives students an in-depth exploration of experiential education that culminates in a three day, four night trip called Expedition that follows Leave No Trace principles as well. In 2014, Sterling College held its fiftieth annual Expedition.

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

<http://www.sterlingcollege.edu/academics/areas-of-study/outdoor-education/>

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

Sustainability is a large theme in new students' first class at Sterling, A Sense of Place. This course includes sustainability as a major theme through field experiences, readings, and discussions.

The website URL where information about the theme is available:

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

All of the residence halls included on campus are designed to develop sustainable life skills in Sterling College students.

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

<http://www.sterlingcollege.edu/community>

A brief description of sustainability-focused student employment opportunities:

A Federal Work Program College, Sterling utilizes a number of student employment opportunities that are focused on sustainability. Some of these include Food Systems Analyst, Invasive Species Monitor, and a myriad of Farm Crew related positions.

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

<http://www.sterlingcollege.edu/work-college/>

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

Since 2004, we have been a part of the Graduation Pledge of Social and Environmental Responsibility. The pledge reads: "I pledge to explore and take into account the social and environmental consequences of any action I consider and to seek to improve these aspects of any community to which I belong."

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

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

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

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

Outreach Materials and Publications

Responsible Party

Christian Feuerstein

Director of Communications

Communications

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
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

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

A brief description of the central sustainability website:

Sterling has a page on its main website dedicated to sustainability that includes some basic information regarding Sterling's sustainability initiatives.

The website URL for the central sustainability website:

<http://www.sterlingcollege.edu/sustainable-sterling/>

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:

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

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

All Senior Applied Research Projects completed by Sterling students are included in a specific section in the Brown Library.

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 number of kiosks around campus highlight green building features, including: solar panels, greenhouse additions, conservation efforts, and more.

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

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

Sterling College completed the "Real Food Challenge" and displayed this information, in addition to a detailed map and other signage, in the dining hall on campus.

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

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

There is signage that describes and promotes Sterling's sustainable ground use, particularly as it relates to the Farm and Gardens on campus but also through our research area, the Cedar Swamp.

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

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

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

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

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

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

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:

The Expeditioner, an alumni and student's e-newsletter, consistently includes topics related to sustainability at Sterling.

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:

<http://www.sterlingcollege.edu/about-sterling/publications/>

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

The Common Voice is a publication that goes out twice a year to all alumni, friends, Trustees, supporters, and student families of the College. It regularly covers sustainability news on campus from the previous six months, such as: research from the watersheds class, a report on the Warblers and Wildflowers conference held on campus, being ranked #1 in "real food" by the Real Food Challenge, and more.

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

<http://www.sterlingcollege.edu/about-sterling/publications/>

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

Yes

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

The Sterling College view book is sent to all prospective students and discusses looking at the liberal arts through the lens of ecology, how we have one of the nation's first collegiate sustainable agriculture programs, and how our campus is a living system that supports our community and our educational mission.

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

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

Yes

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

Sterling College highlights an alumni profile once a month, and talks to that alumnus/alumna about how his or her work makes a difference for the environment, and what environmental stewardship means.

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

<http://www.sterlingcollege.edu/academics/sterling-outcomes/>

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

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

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

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

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

Deb Clark

Director of Finance and Operations

Business Office

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).

Submission Note:

Sterling College does not have a formal guideline or policy that relates to sustainability; however, plenty of resources are made available for new employees.

"---" 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:

Sustainability is included in new employee orientation in many ways; however, many of them do not fit into a formal policy or guidelines. Employees often shadow other employees to gain a sense of the community. New employees are also highly encouraged to participate in a weekly Community Meeting, attend the class A Sense of Place and it's workshops, and also have access to many resources related to sustainability. Depending on an individual's drive, more information can be sought out. All new employees, however, are thoroughly briefed and informed of the college's commitment to Environmental Stewardship and many come with backgrounds in related fields. In fact, many new employees can add to the campuses sustainability and often have in their time here.

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

Staff Professional Development

Responsible Party

Christian Feuerstein

Director of Communications

Communications

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
-

"---" 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 Sustainable Agriculture staff attend the yearly NOFA conferences throughout New England, which include workshops on organic certification, vermiculture, root cellaring, hoop houses, and more. Staff also go to the annual Common Ground Fair, in Unity, Maine, which holds a number of workshops on environmental concerns, social and political action, and shelter and energy education.

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

45

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

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.

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

Community Partnerships

Responsible Party

Christian Feuerstein

Director of Communications
Communications

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>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <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) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <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

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:

Sterling College is a member of the Vermont Farm to Plate Initiative. Vermont's Farm to Plate Initiative is weaving together the components of Vermont's food system to strengthen the working landscape, improve the profitability of farms and food enterprises, maintain environmental resilience, and increase local food access for all Vermonters. We have been members since 2010.

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):

We are members of Vermont Businesses for Social Responsibility. Vermont Businesses for Social Responsibility (VBSR) is a non-profit, statewide business trade organization with a mission to advance business ethics that value multiple bottom lines- economic, social, and environmental. We strive to help members set a high standard for protecting the natural, human and economic environments of the state's residents, while remaining profitable. We advance VBSR's mission through:

- Education. Empowering our members to solve environmental, social and economic problems. We provide concrete resources and information to help improve our members' business practices.
- Public Influence. Initiating tangible change in public policy that combats exploitation and promotes sustainability. We work to capture the inherent power of business to represent socially responsible ideals to legislative bodies, news media, and the general public.
- Workplace Quality. Enabling every worker to live and work with respect and dignity by creating work environments and economic climates that provide fair income in safe work settings, and allow each employee to contribute to a high quality product or service.

We have been members since 2010. We support the partnership by holding meetings, workshops, tours, and sharing expertise. Campus and Craftsbury Common residents attend the meetings both on campus as well as VBSR meetings off campus.

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

No

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

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:

Inter-Campus Collaboration

Responsible Party

Matthew Derr
President
Administrative

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:

Vermont Higher Education Food Systems Consortium

Sterling College is a founding member of the Vermont Higher Education Food Systems Consortium. Below is a description.

Founded by a coalition of higher education institutions, the Vermont Higher Education Food Systems Consortium is a statewide organization established in 2013 dedicated to the creation of sustainable and robust regional and global food system through Vermont-based education, research, outreach, and direct connection to farm, forest, and value-added agricultural opportunities.

The Consortium will strengthen Vermont's place as a world-renowned center for food systems education, research, and outreach. Working together, members of the Consortium will increase student enrollment in food-systems-related disciplines in the state, strengthen the capacity of each partnering institution to meet its mission as it relates to food systems, and serve Vermont's expanding and entrepreneurial food system movement.

Sterling College has also hosted workshops for other Vermont colleges on Divestment from Fossil Fuels and various other workshops.

For more information on how Sterling collaborates with other colleges, please contact President Matthew Derr

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:

Vermont Higher Education Food Systems Consortium

Sterling College is a founding member of the Vermont Higher Education Food Systems Consortium. Below is a description.

Founded by a coalition of higher education institutions, the Vermont Higher Education Food Systems Consortium is a statewide organization established in 2013 dedicated to the creation of sustainable and robust regional and global food system through Vermont-based education, research, outreach, and direct connection to farm, forest, and value-added agricultural opportunities.

The Consortium will strengthen Vermont's place as a world-renowned center for food systems education, research, and outreach. Working together, members of the Consortium will increase student enrollment in food-systems-related disciplines in the state, strengthen the capacity of each partnering institution to meet its mission as it relates to food systems, and serve Vermont's expanding and entrepreneurial food system movement.

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

Sterling College has hosted workshops for other colleges that include divestment from fossil fuels and renewable energy.

Sterling has also partnered with New York University in a food systems studies collaboration. This is a graduate program of study and research that will enable graduate students from NYU to perform research at Sterling College.

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

<http://vtrural.org/programs/facilitation/food-systems>

Continuing Education

Responsible Party

Carol Dickson

Dean of Academics

Academic

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.

Submission Note:

The Labrador Field Study and Sierra Nevada Field Study are immersive programs that explore each area's culture and natural history. Both also utilize "Leave No Trace" based outdoor education skills.

Wildlife Conservation is an introduction to ecosystem management. Loons and Limnology is an exploration of lake ecosystems with an application to applying these topics to lake and watershed conservation efforts.

Breeding Birds Habitat Management reviews bird species loss due to climate change and habitat loss, and how to protect the biodiversity of the local forests.

Working Horse-Working Landscape is a continuing education course in sustainable agriculture that explores a mixed-power landscape on a farm and managing farms and woodlots safely and sustainably.

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

7

Total number of continuing education courses offered:

17

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

We are offering these continuing education courses that address sustainability:

- 1) Labrador Field Study
- 2) Sierra Nevada Field Study
- 3) Wildlife Conservation
- 4) Loons and Limnology
- 5) Breeding Birds Habitat Management
- 6) Working Horse-Working Landscape
- 7) Low Impact Forestry for Veterans

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

While unemployment numbers for veterans have been declining nationwide, they still face many challenges in returning to the civilian workforce, especially in natural resource based businesses. To help mitigate these challenges, Sterling College is now offering a low impact forestry veterans' certificate.

Low impact forestry is an ecological approach to woodlot management. Sterling College is the leader in environmental stewardship education, and students look at the entire landscape of sustainable agriculture and lands management. Veterans completing this program will learn how to use both small tractors and draft horses for a true mixed power model. The forested lands owned by Sterling College comprise roughly 393 acres. All work in the forest is guided by a forest management plan, influenced strongly by the principles of silviculture and written by a forester.

This certificate requires four courses; the first two courses are each a week long, and the second two courses are over a weekend. All courses will be held on the Sterling College campus. Additionally, the certificate also allows for job shadowing with professional loggers that can be scheduled around the student's schedule.

Year the certificate program was created:

2,015

The website URL where information about sustainability in continuing education courses is available :

[STARS Reporting Tool](#) | [AASHE](#)

Community Service

Responsible Party

Jennifer Payne
Dean of Work
Work Program

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.

Submission Note:

Sterling College is one of only seven federally recognized work colleges. Every student on campus has a job that either directly benefits the community at Sterling or the local area. In addition, there is an all college work day set aside each semester for work on building community. There is also an all college service day set aside. In addition, most students are required to complete an internship, called a Practicum in Environmental Stewardship, as a graduation requirement. Below are how the above total number of hours are broken down by category for easy reference. All are from the year 2014.

Internship Hours: 8114 from 15 students

Hours In Work Program That are Off-Campus and based in the local community: 2902 hours for 45 students

Work Program Total Hours: 16905

Additional Outside Community Service Hours: 147

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

Number of students engaged in community service:

109

Total number of students :

109

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:

22,244

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

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)?:

No

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

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

<http://www.sterlingcollege.edu/work-college/>

Community Stakeholder Engagement

Responsible Party

Matthew Derr

President

Administrative

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*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

Our Director of Community Outreach is tasked with leading the charge on engaging in community building activities that inform and engage community members about college planning, events, and other pertinent information. We also participate in other local nonprofit organizations, and bring information back to the Sterling College community for wider support, participation, and discussion.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The Director of Community Outreach sits on the board of many local non-profits, including the Greensboro Nursing Home; Sterling College faculty and administrators sit on the Town Planning Commission, the Town Energy Committee, and the Water Use Board. Faculty also do a great deal of outreach with migrant workers in Vermont.

List of identified community stakeholders:

The Town of Craftsbury, including the Town Planning Commission, the Water Board, and the Town Energy Committee; Green Mountain Club; Craftsbury Academy; Greensboro Nursing Home; the Town of Greensboro; the Town of Hardwick, the Center for an Agricultural Economy, the Hardwick Area Food Pantry.

A brief description of successful community stakeholder engagement outcomes from the previous three years:

For the past three years, Sterling College has led "Pies for People," turning food that was originally destined for compost into delicious pies. The College partnered with community nonprofits such as the Center for an Agricultural Economy, and took donated ingredients from High Mowing Organic Seeds, Pete's Greens, King Arthur Flour, and Cabot Creamery, and turned them into healthful pies for Thanksgiving and Christmas, donated to the Hardwick Area Food Pantry.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Matthew Derr

President

Administrative

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.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

Recently, Sterling College was a participant in the lobbying and support of raising the net metering limits in Vermont to enable more renewable power and energy use.

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

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.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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 (MtCO₂e) per gross square foot (0.002 MtCO₂e 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.

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

Outdoor Air Quality

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_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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

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

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

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

57,076 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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 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:

57,076 Square Feet

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

[Building Operations Program.docx](#)

The date the guidelines or policies were formally adopted:

Aug. 1, 1990

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

Sterling College has a dedicated mission to environmental stewardship. Because of this, we have guidelines and policies around how are buildings are maintained, operated, and renovated that don't particularly fall into LEED and/or other green building councils.

The buildings owned and operated by Sterling College are mostly an assortment of traditional and classic New England buildings. Because of this, Sterling puts more value in the energy contained within the living structure. By not pursuing LEED and other certifications, Sterling College not only saves money but also is able to reinvest and bring value back into the buildings. For instance, instead of investing in equipment required by LEED certifications, Sterling will invest in local companies to renovate the building to better standards. If a new building were built from the beginning, a large amount of material would have to be used and processed and shipped for the construction. Instead of this, Sterling renovates existing structures to become Net-Zero buildings, or buildings and structures that produce more energy than they expend.

Net-zero buildings go beyond LEED and other certifications. Not only do they not cost as much to the community and environment with materials, but the energy that they save also saves the community. Overall, this policy has proved most effective and adheres to Sterling College's mission of environmental stewardship.

Below is a statement from the 2013-2108 Strategic Plan that includes our mission related to Buildings and Maintenance:

"Sterling College will have well-maintained facilities appropriate to the aspirations of our community, our curriculum, and our values including environmental stewardship. To sustain such a campus will require that the College develop adequate funds to maintain and repair its facilities, equipment, tools, and other physical resources. The campus will be integrated into the community of Craftsbury Common and will present an appealing appearance to our neighbors with whom we will seek to share our resources.

Specifically, the College will endeavor to reduce its reliance on fossil fuels and will commit to increasingly live by its commitment to environmental stewardship.

Goal: To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students."

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

Sterling College adheres compliance with these principles by purchasing only used buildings and renovating them. In the very rare case of building new buildings, Sterling believes that most resources can be had on campus. For instance, wood harvest by the college forestry crews and classes is then processed and turned into lumber for new buildings. A small shed built in the spring of 2014 is an example of this. All lumber was harvest on site and the building was built on site with almost not outside materials needed. The building may not be LEED certified, but is definitely more environmentally sound than most certified buildings.

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

Building Design and Construction

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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

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

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

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

57,076 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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

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:

57,076 *Square Feet*

A copy of the guidelines or policies :

[Building Operations Program.docx](#)

The date the guidelines or policies were adopted:

Aug. 1, 1990

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

As with building operations and maintenance, Sterling College believes in obtaining and renovating structures and maintaining the energy and value contained within them. As environmental stewards, Sterling believes that renovated structures and building very few new structures with only locally harvested materials is more beneficial to the environment and community than obtaining third party verification and certification.

Sterling College has committed to this practices in it's strategic plan. Included below are statements from the 2013-2018 Strategic Plan:

"Sterling College will have well-maintained facilities appropriate to the aspirations of our community, our curriculum, and our values including environmental stewardship. To sustain such a campus will require that the College develop adequate funds to maintain and repair its facilities, equipment, tools, and other physical resources. The campus will be integrated into the community of Craftsbury Common and will present an appealing appearance to our neighbors with whom we will seek to share our resources.

Specifically, the College will endeavor to reduce its reliance on fossil fuels and will commit to increasingly live by its commitment to environmental stewardship.

Goal: To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students."

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

As with building operations and maintenance, Sterling College's governance mostly purchases used buildings and renovates them. When new buildings are constructed, materials are harvested on site and planned so that the least amount of non-local resources are used as possible.

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

Indoor Air Quality

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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:

0 Square Feet

Gross floor area of building space:

57,076 Square Feet

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

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

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.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Simeon Bittman

Executive Chef

Food Services

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:

Sterling College participated in the Real Food Challenge, which has a partnership with AASHE. Sterling was ranked as the #1 higher education institute in the country for local, sustainable, fair trade, and humane, reaching 76% of its food from these sources. In comparison, the next highest ranking institution reached only 34% real food. Included below is the article from the Sterling College website.

<http://www.sterlingcollege.edu/news-events/number-one-for-real-food/>

We have no vending machines, convenience stores, or franchises on campus. We grow 20% of our own food.

"---" 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:

76

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

[Farm Direct .xlsx](#)

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

An inventory and list can be made available from the Real Food Challenge website.

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:

Sterling College has the most progressive food service of any college in the country. We grow a significant percentage of our own food, and source as much local food as possible. We do not use a food-service company. Instead, our chefs work alongside students to cook

healthy, creative, and delicious meals. Our kitchen staff works hard to uphold the kitchen’s Mission Statement:

“The mission of Sterling’s Food Service is to manage the food system as an integral part of our educational programs by demonstrating a living-what-we-teach philosophy.”

Our kitchen best demonstrates this philosophy through composting, conserving energy and resources, eating seasonally, preparing our food from scratch, and recycling.

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

Sterling College participates in the "Real Food Challenge". Here is a description:

The Real Food Challenge leverages the power of youth and universities to create a healthy, fair and green food system. Our primary campaign is to shift \$1 billion of existing university food budgets away from industrial farms and junk food and towards local/community-based, fair, ecologically sound and humane food sources—what we call “real food”—by 2020. The Real Food Challenge also maintains a national network of student food activists—providing opportunities for networking, learning, and leadership development for thousands of emerging leaders.

Total annual food and beverage expenditures:

173,864 US/Canadian \$

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
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	No	No
Vending services	No	No
Concessions	No	No

Has the institution achieved the following?:

	Yes or No

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

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

Sterling College is not currently certified under any of the above; however, Sterling College was a participant in the Real Food Challenge where they placed first in the nation in real food. Fair trade campus status is being researched for the college currently.

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

<http://www.sterlingcollege.edu/community/eating-at-sterling/>

Low Impact Dining

Responsible Party

Simeon Bittman

Executive Chef

Food Services

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.

Submission Note:

Sterling College was ranked #1 in the nation for real food in the Real Food Challenge, serving 76% real food.

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

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

18.55

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

Sterling College participated in the Real Food Challenge. All calculations were done through that website.

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”):

Due to the small number of students, vegan and other dietary needs are well addressed through labeling. Every meal has a vegan option due to the large percentage of vegetarian and vegan students. Additionally, we often serve meatless meals for the entire community, such as a sweet potato chili, or a leek and mushroom bread pudding.

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

We try to raise animals for meat ourselves, and model the sustainable agriculture we want our students to take to their own farms after graduation. Our animal-derived food purchases are made, for the most part, from local, small farms. We make no purchases from factory farms. All of our purchased poultry is free-range; our beef is all grass-fed; and we buy from farms that also practice sustainable agriculture and mixed power models.

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

Annual dining services expenditures on food:

173,864 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

8,565 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

48,396 US/Canadian \$

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.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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.

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

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

	Performance Year	Baseline Year
Total building energy consumption	153.41 <i>MMBtu</i>	153.41 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	114.19 <i>MMBtu</i>	114.19 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	<i>57,076 Gross Square Feet</i>	<i>57,076 Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	<i>698 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	8,584
Cooling degree days	488

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, 2013	June 30, 2014

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 putting low wattage circulator pumps on furnaces.

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

We are retrofitting all of our old light fixtures to LED.

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

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:

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

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

Any time the College upgrades a building or has to replace fixtures in a building, we ensure that we upgrade lights to LED, upgrade toilets and sinks to be WaterSense labeled, and any appliances to be Energy Star rated.

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

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

Any time the College upgrades a building or has to replace fixtures in a building, we ensure that we upgrade any appliances to be Energy Star rated.

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

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

We have no vending machines on campus.

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

Instead of constructing new buildings, we renovate existing structures whenever possible. Recent renovations include the use of natural light, solar hot water heaters, and radiant floor heating.

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

Responsible Party

Deb Clark

Director of Finance and Operations

Business Office

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
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	39.22 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
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	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

153.41 *MMBtu*

A brief description of on-site renewable electricity generating devices :

Sterling College has two 4kW solar panels that move with the sun. This maximizes the amount of sunlight reaching the panels, which in turn maximizes the amount of electricity they generate for the campus.

The barns are also powered by their own solar panels and a wind turbine.

A brief description of on-site renewable non-electric energy devices:

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.allearthrenewables.com/energy-production-report/detail/294#view=yearly&date=2014-01-01>

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.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<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"> • Integrated pest management (see above) • 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 • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • 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 • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • 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 • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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).

Submission Note:

Sterling College was recognized as a Vermont Tree Farm in 1996. This recognition is for sustainable forestry which provides wildlife, water, wood and recreation benefits. The Vermont Tree Farm program is part of the American Tree Farm Program.

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	430 Acres
Footprint of the institution's buildings	1.16 Acres
Area of undeveloped land, excluding any protected areas	390 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	38.84 Acres

A copy of the IPM plan:

The IPM plan :

A brief summary of the institution's approach to sustainable landscape management:

To keep grass down to a manageable level, we use brush hogs, mowers, goats, and sheep. All work in the forest is guided by a forest management plan, influenced strongly by the principles of Silviculture, written by a forester, and implemented as part of multiple courses—in fact, during their Sterling experience, every student will utilize the forest as a classroom.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

We have a full-time student position who is conducting monitoring of invasive species and developing a management plan, which will be enacted by All College Work Days as well as the Work position every year thereafter. Invasive species control and potential spread is considered by the Lands and Energy committee on campus. The College faculty is involved in outreach to the local community, educating them on invasive species on their land.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Cut landscape materials goes into compost (grass & leaves), we don't do anything with brush except let it rot out in piles.

A brief description of the institution's organic soils management practices:

At Sterling College we work to increase the soil quality of our land with a focus on increasing the health of the biological system found in the soil that nurtures the plants that we grow. We monitor many soil quality factors yearly such as earthworm count, aggregate stability, water infiltration, nutrient and organic matter content etc. We work on feeding a diverse biological system using cover crops, biochar, compost, compost tea and other organic amendments and apply conservation tillage management practices when ever possible.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

For landscaping and grounds management, we use local and sustainable materials as our grounds are part of our living laboratory. We reuse whenever possible. We manage our farmlands with both tractor and draft horses.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Stormwater is an issue for the broader community and Sterling College's land base plays a significant role in the town management of runoff from rain events and snow melt. The Sterling College overall mission reflects our commitment to land and water quality through sustainable and innovative land use practices.

Ninety percent of our 480 acre main campus and 100% of our 307 acres of off campus property is open space and includes forest, grassland, and wetlands which serve to capture much of the community's stormwater runoff. The college's total impervious surface (parking areas, walkways, roofs) is only 1.8 acres of our 480 acres, but we are very conscientious of our stormwater runoff. As we continue to grow as well as renovate our buildings and infrastructure, we are intentional about locating new construction to contour with the landscape, using Low Impact Development (LID) and Green Stormwater Infrastructure (GSI) such as drip line trenches which discharge into natural swales.

Wetlands play a critical role in stormwater retention and filtration and over 350 acres of the college campus are State and National Designated Wetlands, including the Northern White Cedar Swamp on the main campus and Bear Swamp in Wolcott, Vermont. These wetlands are protected by law and not only provide valuable ecological services, but are important natural areas for conservation and

natural history research at the college.

Sterling College is currently working with the Natural Resource Conservation Service (NRCS) to develop a Nutrient Management Plan (NMP) for the barns in our Rian Fried Center for Sustainable Agricultural and Food Systems. This plan will help us capture runoff and ensure there is no nutrient loading into nearby waterways. (The NMP will be developed in the summer of 2015.)

Several of Sterling College buildings stormwater runoff feeds into existing drains which flow through a main culvert into a small ditch managed by the town. This ditch travels 100 yards to a larger ditch alongside our significant wetland complex. Stormwater is naturally filtered through this area and then slowly migrates down slope for half mile towards the Black River. A recent survey of the Black River resulted in no significant impact from this practice.

The Sterling College Lands and Energy Committee is revamping the Sterling College Land Use Plan during the 2015 spring semester and there will be a more specific stormwater management plan associated with the overarching plan. This will be an opportunity for the college community, including faculty, staff, and students, to reevaluate our current LID practices and plan for the implementation of the latest GSI techniques available to our region and landscape.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Oddly enough, in northern Vermont, this is quite the issue. We use no salt. We use minimal sand; we truck out snow to a remote parking lot and let it melt.

A brief description of any certified and/or protected areas:

On campus is a Vermont class two wetland (mapped on the National Inventory Wetland Map) -- the Cedar Swamp -- which is protected by state wetland law. We value it as a "wilderness area" on the main campus. Nature trails wind through the thick stands of cedar trees, and wildlife sightings are common. Cedar trees love wet soil, and there is often standing water in parts of the swamp, home to frogs, salamanders, and aquatic invertebrates.

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.sterlingcollege.edu/sustainable-sterling/>

Responsible Party

Farley Brown
Faculty in Ecology
Ecology

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.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

cedar swamp is a class 2 protected wetland by Vermont state law

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The Ecology classes use IBAT (Integrated Biodiversity Assessment Tool) to identify and assess environmentally sensitive areas.

A brief description of identified species, habitats and/or environmentally sensitive areas:

The Cedar Swamp is located between the main campus and Hamilton and Jefferson residence halls. Nature trails wind through the thick stands of cedar trees, and wildlife sightings are common. Cedar trees love wet soil, and there is often standing water in parts of the swamp, home to frogs, salamanders, and aquatic invertebrates.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

We do not use Cedar Swamp for any stormwater or wastewater treatment; the college works with the Vermont Wetlands Program to ensure that we're correctly protecting the wetland.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

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.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Michael Heffernan
Director of Technology
Technology

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.

Submission Note:

All of our computers are either HP or Apple products (desktop and laptop), and all are EPEAT Gold rated.

The College will spend \$64,791.34 over the next 4 years on leasing new computers (staff, faculty, and computer labs).

"---" 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 :

Sterling College is dedicated to environmental stewardship and ensuring the technology utilized by the college is energy efficient and made through environmentally responsible methods. Sterling College will strive to purchase computers, monitors, and laptops that are EnergyStar certified and/or rated EPEAT gold or higher whenever possible.

The primary computer manufacturers used on the Sterling College campus are Apple and Hewlett Packard. All Apple and HP computers, laptops, and monitors are rated EPEAT gold.

To learn more about the EPEAT computer rating system visit

<http://www.epeat.net/>

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Michael Heffernan, Directory of Technology, created the policy and manages all purchasing of electronics.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	64,791.34 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

64,791.34 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.sterlingcollege.edu/academics/library/information-technology/>

Cleaning Products Purchasing

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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:

Sterling’s Green Purchasing Policy demonstrates our commitment to environmental sustainability. By purchasing Green Seal or EcoLogo cleaning products, Babson will lead the way in playing a significant role in the development of environmental sustainability on campus and in the local community.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

We direct our supplier that we only wish to use Green Seal or EcoLogo certified products for all of our cleaning on campus.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

10,851.83 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

10,851.83 *US/Canadian \$*

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?:

No

A brief description of the institution’s low-impact, ecological cleaning program:

Everything we do on campus is low-impact. We do not contract out; we use no bleach; we buy only ecologically responsible cleaning products, certified by Green Seal or EcoLogo.

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:

Office Paper Purchasing

Responsible Party

Christian Feuerstein

Director of Communications

Communications

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.

"---" 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:

Sterling College is committed to purchasing paper from ecologically responsible companies. Thusly, our office paper must be purchased from FSC certified companies and the paper must have at least 25% post-consumer recycled content. Periodically, the Business Office will review this policy to put the minimum recycled content at a higher count.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

All paper purchasing is handled centrally, so the Sterling College receptionist makes sure that all paper abides by this policy.

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::

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	2,669.50 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	0 <i>US/Canadian \$</i>

Total expenditures on office paper :

2,669.50 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Responsible Party

Deb Clark

Director of Finance and Operations
Business Office

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.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

No

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

31.80

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://www.sterlingcollege.edu/about-sterling/economic-impact/>

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

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.

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

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Christian Feuerstein

Director of Communications
Communications

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.

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

Total number of vehicles in the institution's fleet :

5

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	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:

Student Commute Modal Split

Responsible Party

Favor Ellis
Dean of Community
Residence Life

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:

95

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)	5
Walk, bicycle, or use other non-motorized means	95
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

Approximately 95% of the student body lives on campus. The entire campus is within walking distance and cars, vans, and public transportation are almost non-existent in use. A few students commute from off-campus in the nearby Craftsbury Village or Wolcott Village.

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Favor Ellis
Dean of Community
Residence Life

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.

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

Total percentage of the institution's employees that use more sustainable commuting options:

40

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)	60
Walk, bicycle, or use other non-motorized means	40
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

A large percentage, approximately 10%, of all employees live on campus and have access to the same proximity that students do; therefore, many commute simply by walking. Approximately another 10-15% live along the boundaries of the college and also live close enough to walk, ski, or bike. Very few faculty live far enough away to make a substantial commute.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

John Zaber

Faculty

Outdoor Education

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:

A storage area, and repair facility, exist below the Madison Dorm building for cyclists. Shower facilities exist in this building, too. Lockers do not exist. Simpson Hall also provides a multi-purpose room for bicycle storage.

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)?:

Yes

A brief description of the bicycle parking and storage facilities:

Sterling has bike racks located near every major buildings, many of which include bikes through our Green Bikes Program.

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:

The Green Bikes Program at Sterling College employs two students through the Federal Work Program. These students maintain and repair and purchase new bicycles for students, faculty, and staff to utilize on campus. These bicycles are available at every bicycle rack for use.

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?:

No

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):

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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:

The college has a RideSharing program through online social media.

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?:

No

A brief description of the car sharing program:

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?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

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.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Deb Clark

Director of Finance and Operations
Business Office

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*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	13.20 Tons	13.20 Tons
Materials composted	0.80 Tons	0.80 Tons
Materials reused, donated or re-sold	5 Tons	5 Tons
Materials disposed in a solid waste landfill or incinerator	45.40 Tons	45.40 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	93	93
Number of residential employees	5	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	109	109
Full-time equivalent of employees	45	45
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, 2013	June 30, 2014

A brief description of when and why the waste generation baseline was adopted:

We are looking at our waste generation to see if, as a community, we can cut down on waste overall.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

We have a central office supply closet on campus. Community members are invited to bring in their surplus or no longer needed office supplies so that others may use them.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

We have recently re-done our entire website. We have reorganized a section for our intranet and are using PDFs online. Our course catalog is completely digital. All of our course schedules are online via the website or via Google docs. Our phone directory is online on both the website and Google docs. For forms, we try to do as many forms online using Wufoo as humanly possible. We are also trying to move as many student forms online using Wufoo as possible.

A brief description of any limits on paper and ink consumption employed by the institution:

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

We have a free box in every dorm and in the main student center. Students are encouraged to "shop" the free box. We also encourage sharing outdoor supplies such as gear for Expedition, tents, and skis.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The Sterling College community reuses as much as possible. That can mean anything from having free boxes in every dorm for re-use of clothing to recycling shingles during renovations. Everything is scrutinized to wring as much use from items as possible.

A brief description of any food waste audits employed by the institution:

See "Captain Compost," below.

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:

As a Work College, we have a full time student whose job it is to track and move compost for both pre-and post consumer food. This position is nicknamed "Captain Compost." The position responsibilities include:

- Develop a workable compost system that maximizes re-use of waste materials.
- Routine management of garden compost activities and timely emptying of kitchen compost to insure efficient and sanitary return of composted materials in soils.
- Establish record keeping of compost progress and keep consistent records.
- Turn piles regularly.
- Rodent control.
- Creatively interface with the campus community to educate and inform about the composting process.
- Train weekly Farm Chores Crew.
- Support Farm Hands Coordinator and work with Farm Hands Crew.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Aside from Captain Compost (we're thinking about getting that position an official cape), we do not use trays in our dining hall. We ask that community members take a reasonable helping first of food, finish that, and THEN go up for seconds (if needed).

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):

We do not use any to-go containers for food and beverage items. We have a large collection of mugs for community members to use for coffee and tea; if people are bringing food out of the dining hall, they may use a regular plate.

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):

We use no trays. We use no disposable plates, silverware, mugs, or glasses. They are all reusable.

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:

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

Waste Diversion

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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*.

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

Materials diverted from the solid waste landfill or incinerator:

16 Tons

Materials disposed in a solid waste landfill or incinerator :

45.40 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:

We launched a new student work position, "Captain Compost," who would focus on a more efficient composting and food waste program. We also added a Director of Community Outreach to partner with food gleaning and food donation programs. Additionally, as part of the Rian Fried Center for Sustainable Agriculture & Food Systems, we built a new 400 square foot composting facility.

A brief description of any food donation programs employed by the institution:

We participate with Salvation Farms in food gleaning; managing agricultural surplus more efficiently across communities in Vermont. We also participate in the local Meals on Wheels and "Pies for People," which turn surplus agriculture into delicious pies that go to the Hardwick Food Bank.

A brief description of any pre-consumer food waste composting program employed by the institution:

Our composting covers both pre- and post-consumer food waste. We have a full-time position, "Captain Compost," who only manages food waste on campus.

A brief description of any post-consumer food waste composting program employed by the institution:

Our composting covers both pre- and post-consumer food waste. We have a full-time position, "Captain Compost," who only manages food waste on campus.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	---
Plant materials composting	---
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	No
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes

Pallets	Yes
Motor oil	No
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Kelly Jones
Manager
Buildings and Grounds

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.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

0.50 Tons

Construction and demolition materials landfilled or incinerated :

0.13 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

We separate everything out; metals are separated from the woods; piping is separated, steel is separated. We go through and see what we can salvage for re-use, including plywood and beams.

Hazardous Waste Management

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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:

Paints are recycled; batteries and lightbulbs are all salvaged.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Our institution does not have a chemistry department, and therefore the only laboratory chemicals used on campus are found within the biology department. Any other chemical waste would be disposed of with our regular waste management company, Casella.

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:

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):

We currently contract out to Green Disk for our electronic waste recycling program. There are multiple pick-up sites on campus where community members can place e-waste for removal and recycling. We also recycle toner on campus by sending back to the companies' recycling programs.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

All institution-based e-waste generated on our campus is recycled at various sites by GreenDisk, which are monitored by each state's pollution control agency.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://greendisk.com/>

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.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Kelly Jones

Manager

Buildings and Grounds

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	1,535,000 Gallons	1,600,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	1,535,000 Gallons	1,600,000 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	93	93
Number of residential employees	5	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	109	109
Full-time equivalent of employees	45	45
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	<i>57,076 Square Feet</i>	<i>57,076 Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	<i>429 Acres</i>	<i>429 Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2013	Dec. 31, 2013

A brief description of when and why the water use baseline was adopted:

The baseline year was set as the calendar year 2013. The Performance year was set as 2014 to compare the two.

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:

All buildings have water meters installed and are read each month to get usage for each building.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

As plumbing needs repair, such as toilets and urinals, they are replaced with low-flow designs.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

All new appliances are WaterSense labeled products.

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:

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Farley Brown
Faculty in Ecology
Ecology

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.

Submission Note:

Sterling College is located in Craftsbury Common, a rural hilltop village which sits on relatively shallow soils and bedrock and in the headwaters of the Black River. Stormwater is an issue for the broader community and Sterling's land base plays a significant role in the town management of runoff from rain events and snow melt. The Sterling College overall mission reflects our commitment to land and water quality through sustainable and innovative land use practices.

Ninety percent of our 480 acre main campus and 100% of our 307 acres of off campus property is open space and includes forest, grassland, and wetlands which serve to capture much of the community's stormwater runoff. The college's total impervious surface (parking areas, walkways, roofs) is only 1.8 acres of our 480 acres, but we are very conscientious of our stormwater runoff. As we continue to grow as well as renovate our buildings and infrastructure, we are intentional about locating new construction to contour with the landscape, using Low Impact Development (LID) and Green Stormwater Infrastructure (GSI) such as drip line trenches which discharge into natural swales.

Wetlands play a critical role in stormwater retention and filtration and over 350 acres of the college campus are State and National Designated Wetlands, including the Northern White Cedar Swamp on the main campus and Bear Swamp in Wolcott, Vermont. These wetlands are protected by law and not only provide valuable ecological services, but are important natural areas for conservation and natural history research at the college.

Sterling College is currently working with the Natural Resource Conservation Service (NRCS) to develop a Nutrient Management Plan (NMP) for the barns in our Rian Fried Center for Sustainable Agricultural and Food Systems. This plan will help us capture runoff and ensure there is no nutrient loading into nearby waterways. (The NMP will be developed in the summer of 2015.)

Several of Sterling College buildings stormwater runoff feeds into existing drains which flow through a main culvert into a small ditch managed by the town. This ditch travels 100 yards to a larger ditch alongside our significant wetland complex. Stormwater is naturally filtered through this area and then slowly migrates down slope for half mile towards the Black River. A recent survey of the Black River resulted in no significant impact from this practice.

The Sterling College Lands and Energy Committee is revamping the Sterling College Land Use Plan during the 2015 spring semester and there will be a more specific stormwater management plan associated with the overarching plan. This will be an opportunity for the college community, including faculty, staff, and students, to reevaluate our current LID practices and plan for the implementation of the latest GSI techniques available to our region and landscape.

"---" 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:

Ninety percent of our 480 acre main campus and 100% of our 307 acres of off campus property is open space and includes forest, grassland, and wetlands which serve to capture much of the community's stormwater runoff. The college's total impervious surface (parking areas, walkways, roofs) is only 1.8 acres of our 480 acres, but we are very conscientious of our stormwater runoff. As we continue to grow as well as renovate our buildings and infrastructure, we are intentional about locating new construction to contour with the landscape, using Low Impact Development (LID) and Green Stormwater Infrastructure (GSI) such as drip line trenches which discharge into natural swales.

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:

Wetlands play a critical role in stormwater retention and filtration and over 350 acres of the college campus are State and National Designated Wetlands, including the Northern White Cedar Swamp on the main campus and Bear Swamp in Wolcott, Vermont. These wetlands are protected by law and not only provide valuable ecological services, but are important natural areas for conservation and

natural history research at the college. Several of Sterling College buildings stormwater runoff feeds into existing drains which flow through a main culvert into a small ditch managed by the town. This ditch travels 100 yards to a larger ditch alongside our significant wetland complex. Stormwater is naturally filtered through this area and then slowly migrates down slope for half mile towards the Black River. A recent survey of the Black River resulted in no significant impact from this practice.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

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:

We have our own farm on campus, so we haven't found a need for living roofs on campus.

A brief description of any porous (i.e. permeable) paving employed by the institution:

We don't have any paving on campus: all of our roadways and paths are a dirt/gravel mix.

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:

Wetlands play a critical role in stormwater retention and filtration and over 350 acres of the college campus are State and National Designated Wetlands, including the Northern White Cedar Swamp on the main campus and Bear Swamp in Wolcott, Vermont. These wetlands are protected by law and not only provide valuable ecological services, but are important natural areas for conservation and natural history research at the college.

A brief description of any bioswales on campus (vegetated, compost or stone):

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:

Wastewater Management

Responsible Party

Kelly Jones
Manager
Buildings and Grounds

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*.

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

Total wastewater discharged:

1,562,200 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

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.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Matthew Derr
President
Administrative

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:

The Lands & Energy Committee is a clearinghouse for information on projects, which affect the physical plant and land use on Sterling College property. The Committee serves as a forum for discussing facilities and land use planning, budgeting, and long-range issues.

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:

The Lands & Energy Committee is a clearinghouse for information on projects, which affect the physical plant and land use on Sterling College property. The Committee serves as a forum for discussing facilities and land use planning, budgeting, and long-range issues.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Adrian Owens
Allison Van Akkeren
Ezra Fradkin
Rick Thomas
Matthew Derr

The website URL where information about the sustainability committee(s) is available:

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

0

The website URL where information about the sustainability office(s) is available:

Does the institution have at least one sustainability officer?:

No

Name and title of each sustainability officer:

A brief description of each sustainability officer position:

The website URL where information about the sustainability officer(s) is available:

Responsible Party

Matthew Derr
President
Administrative

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.

Submission Note:

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	---	---
Water	---	---
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes

Investment	Yes	Yes
Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

To offer an exemplary experiential place-based liberal arts academic program to aspiring environmental stewards.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Objective B: Investigate adding new major areas of study, consistent with the mission of environmental stewardship.

Accountable parties, offices or departments for the Curriculum plan(s):

Academic Council

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Objective C: Increase resources for research opportunities and the Senior Applied Research Project (SARP)

The measurable objectives, strategies and timeframes included in the Research plan(s):

Assess the impact of Senior Applied Research Project advising to ensure that faculty has the time and support necessary to aid students in the development of their research.

Accountable parties, offices or departments for the Research plan(s):

Academic Council

A brief description of the plan(s) to advance Campus Engagement around sustainability:

To strengthen and better define the learning opportunities associated with living in community.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Objective A: Improve upon and increase the number of opportunities for students to participate in leadership roles in the community.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Community Council

A brief description of the plan(s) to advance Public Engagement around sustainability:

To create a rich and rewarding on-campus experience for students and the community as a whole.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Objective A: Create liaisons with neighboring facilities to offer students opportunities for Nordic skiing, mountain biking, alpine skiing, orienteering, rowing, etc

Accountable parties, offices or departments for the Public Engagement plan(s):

Community Council

A brief description of the plan(s) to advance sustainability in Air and Climate:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Implementation 1: Establish solar and non-fossil fuel sources of energy as the means of lighting and heating our campus, and invest in relations that place efficiency as a top priority.

Accountable parties, offices or departments for the Air and Climate plan(s):

Lands & Energy Committee

A brief description of the plan(s) to advance sustainability in Buildings:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Objective C: Make our worst facilities our best and most efficient facilities first, and thereby lift the whole campus.

Accountable parties, offices or departments for the Buildings plan(s):

Lands & Energy Committee

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Dunbar & Kane Hall Renovation:

Improve the kitchen to meet modern professional culinary standards, and improve our ability to use it as an instructional space.
Improve the dining hall with natural lighting, better acoustics, and easier flow of people.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Simeon Bittman, Executive Chef
Matthew Derr, President

A brief description of the plan(s) to advance sustainability in Energy:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Implementation 3: Develop a three-year plan for college-wide equipment and fixtures, including the purchasing of new vehicles for community transportation and trucks for maintenance and the farm and other equipment, including outdoor education equipment necessary for the program of study.

Objective D include Paradise Hall Renovation, Kane & Dunbar Hall Renovation, and Simpson Hall Renovations

Implementation 1: A five-year campus master plan will be developed to include both the current campus footprint and potential purchased properties.

Establish solar and non-fossil fuel sources of energy as the means of lighting and heating our campus, and invest in renovations that place efficiency as a top priority.

Accountable parties, offices or departments for the Energy plan(s):

Lands & Energy Committee

A brief description of the plan(s) to advance sustainability in Grounds:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Renovations of Paradise Hall, Dunbar & Kane Hall, and Simpson Hall

Accountable parties, offices or departments for the Grounds plan(s):

Lands & Energy Committee

A brief description of the plan(s) to advance sustainability in Purchasing:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Consider the purchase of additional properties that may be important to our growth and educational program.

Accountable parties, offices or departments for the Purchasing plan(s):

Lands & Energy Committee

Matthew Derr, President

A brief description of the plan(s) to advance sustainability in Transportation:

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Develop a three-year plan for college-wide equipment and fixtures, including the purchasing of new vehicles for community transportation and trucks for maintenance and the farm and other equipment, including outdoor education equipment necessary for the program of study.

Accountable parties, offices or departments for the Transportation plan(s):

Lands & Energy Committee

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

To recruit and retain a diverse population of approximately 120 students committed to environmental stewardship.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Objective B: Sustain an annual enrollment-planning model that focuses equally on retention and recruitment.

Implementation 3: Increase outreach to veterans, and provide student life support at the College.

Implementation 4: Commit new resources to support the recruitment of an increasingly diverse student population.

Implementation 7: Sustain commitment to meeting the needs of students with robust institutional support for financial aid at approximately 40-45% of tuition income.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Financial Aid

Matthew Derr, President

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

To recruit and retain a diverse population of approximately 120 students committed to environmental stewardship.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Implementation 3: Increase outreach to Veterans, and provide student life support at the College.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Dean of Community

A brief description of the plan(s) to advance sustainability in Investment:

To improve alignment with our educational mission and the aspirations of our community by becoming increasingly self-sufficient and committing to practices that are consistent with environmental stewardship.

To retain and attract talented and passionate administrative staff, who express commitment to environmental stewardship through their support of the students and the advancement of the College's mission.

To retain and attract talented and passionate faculty who express their commitment to environmental stewardship through life experience, teaching, advising, advocacy, and research.

To restore and renovate the campus so that all buildings are efficient and attractive and serve the needs of the community and a population of approximately 120 students.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Objective A: Become a model community with regard to use of resources and our capacity to support our mission

Objective B: Become increasingly self-sufficient and self-reliant, while sustaining collaboration with the surrounding community.

Objective C: Commit to a comprehensive plan for the use of our lands, including protection of forests and wildlife, and the thoughtful use of the campus for academic and community purposes

Accountable parties, offices or departments for the Investment plan(s):

Matthew Derr, President

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:

Sustainability at Sterling goes well beyond conventional practices—the reality of living and learning on our rural Vermont campus cultivates a deep sense of community based on an intimate relationship with the natural world, making “sustainability” both a way of life and a path of study.

The campus community has a shared vision for appropriately scaled and regionally suitable sustainable living practices—what we like to call “grassroots sustainability.”

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:

Sterling College's Strategic plan includes the years 2013-2018. A brief description from the current plan is listed below.

This strategic plan is presented in three sections: People & Program, Resources, and Facilities & Infrastructure.

Each section begins with an overview of what we aspire to achieve during this five-year period, followed by goals, objectives, and implementation steps. The goals represent our core vision for Sterling and are not always directly measurable. Objectives are the directions in which we wish to move to meet the goals and are typically measurable. Implementation steps are the incremental choices we make to reach the goals in a specified period of time.

All of the above information is included in the strategic plan.

The website URL where information about the institution's sustainability planning is available:

<http://www.sterlingcollege.edu/about-sterling/trustees/strategic-plan-2013-2018-2/>

Responsible Party

Matthew Derr

President

Administrative

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:

All students have access and ability to participate on at least one of the shared governance bodies of the institution. These include the Community Council, the Academic Council, and the Work Council. In addition, there are various committees that students may serve on including the Equity Committee and the Lands & Energy Committee and the Risk Management Committee

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?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The Work Council appoints certain members of it's governing body. These are general Community Advisors, Work Program Supervisors, or others higher up in the Federal Work Program.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
--	-----------

Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students who participate in the shared bodies of governance have the ability to participate in decision making in all of the above with the exception of financial planning, which falls under the Board of Trustees and the Administrative Council. Students who participate on bodies of governance may help to allocate resources, such as a Lands & Energy Committee member would do, or they could vote on new community guidelines in the dorms, such as a Community Council member could do.

In the process of forming a new Strategic Plan in 2013, members of the student body participated in the drafting and passing of the document.

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:

Many staff participate in a body of governance. Facilities and maintenance crews serve on the Lands & Energy committee, for example. The Dean of Community is the facilitator of the Community Council.

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
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Just as students, non-supervisory staff have the option to serve on any of the above committees in the same positions and roles as students do.

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:

Just like students, faculty also participate and usually facilitate one of the governing bodies. Adrian Owens, Faculty in Applied and Environmental Sciences, for example, is a member of the Lands & Energy Committee.

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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty have the exact same access as listed above; however, a few members of faculty serve on the Administrative Council, which also controls financial planning. All others are the same access and roles as students and staff. Faculty generally, however, facilitate or serve as more of a leadership role in the governing bodies.

The website URL where information about the institution's governance structure is available:

<http://www.sterlingcollege.edu/wp-content/uploads/2014/08/Org-chart-Fall-2014-for-web.pdf>

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.

Credit
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

Favor Ellis
Dean of Community
Residence Life

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:

A student member diversity and equity committee is headed-up by Community Advisors and overseen by the Dean of Community each semester. This committee offers ally training, various workshops, and a number of dialogue sessions.

The full-time equivalent of people employed in the diversity and equity office:

0

The website URL where information about the diversity and equity committee, office and/or officer is available:

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:

Students receive cultural competence trainings through student orientation, which includes a workshop called Connections, which focuses on healthy relationships and cultural competence. Another section of student orientation includes an Introduction to Community Guidelines.

The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Responsible Party

Jennifer Payne
Dean of Work
Work Program

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) :

Sterling College assessed diversity and equity in both the National Survey of Student Engagement (NSSE) and also in a Noel Levitz student satisfaction survey.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Sterling College assessed diversity and equity in both the National Survey of Student Engagement (NSSE) and also in a Noel Levitz student satisfaction survey.

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

Sterling College assessed diversity and equity in both the National Survey of Student Engagement (NSSE) and also in a Noel Levitz student satisfaction survey.

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

Support for Underrepresented Groups

Responsible Party

Favor Ellis
Dean of Community
Residence Life

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:

Sterling College has support groups in various departments. A Veteran's Support Services Coordinator assists veterans, which make up a large percentage of the student population. Also, Community Advisors are trained peer support. A Queer Circle and a Women's Circle group also both exist as peer support networks.

The website URL where more information about the support programs for underrepresented groups is available:

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:

An in-depth description of our discrimination policy begins on page 28 of the Sterling College Community Guidebook listed at the web address included here. The response team includes the Dean of Community and one other title 9 coordinator.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.sterlingcollege.edu/wp-content/uploads/2014/11/Community-guidebook_Nov20_2014.pdf

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?:

Yes

Support for Future Faculty Diversity

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.

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

Affordability and Access

Responsible Party

Tim Patterson

Director of Admission

Admission

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:

In 2014-15, we committed \$2.3 million of institutional funds--36% of our overall budget--for financial aid. It is our single largest budget item. 98% of Sterling College's students receive some sort of financial aid, and our tuition and room and board is about 20% less than other private New England colleges. Additionally, because we are a federally-mandated Work College, students earn a minimum of \$1650 toward their college costs.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Work Program allows faculty and staff to work with students from all backgrounds one-on-one, to create community together. The community needs the cooperation and the skills of everyone involved to prosper.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Sterling College is small enough to allow greater one-on-one time with individual advisors. We also have a Dean of Community who is a resource for students of all backgrounds with issues with time management, study habits, and dealing with stress. Sterling College also has a half-time Learning Resource Coordinator; a Writing Center with writing tutors; and a math tutor as well.

A brief description of the institution's scholarships for low-income students:

We award Sterling College Grants to students based on need, as determined by FAFSA and the Sterling College financial aid application. The average Sterling Grant for a student for the 2014-15 academic year is \$18,400.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Sterling College puts a great emphasis on individualized contact with parents and families. Our Admission and Financial Aid offices work one-on-one with low-income families to guide them through being admitted, and then what to expect once their student is enrolled.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The Admission Office does targeted outreach to students from low-income backgrounds by getting names from the College Board of students who have an interest in our majors and come from low-income families. We also do outreach to students from these backgrounds when we travel; and our affordability and that we're a Work College are messages we send to students from low-income backgrounds.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Sterling works closely with students and families to plan an affordable path to graduation. We believe that access and hard work are linked and allows the college and its students to collaborate in keeping the costs of tuition, room, and board more reasonable than at other comparable institutions. We are need-blind with regard to admission.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

We offer an extensive program of need-based financial aid.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

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:

-

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:

We have a program on campus called Coyote Kids. Coyote Kids offers environmental stewardship activities and outdoor learning to children on the Sterling College campus.

A brief description of other policies and programs to support non-traditional students:

We also reach out to veterans, and about 10% of our student population is made up of veterans.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	58
The graduation/success rate for low-income students	78
The percentage of student financial need met, on average	100

The percentage of students graduating with no interest-bearing student loan debt

34

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:

58

The website URL where information about the institution's affordability and access programs is available:

<http://www.sterlingcollege.edu/affordability>

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.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Deb Clark

Director of Finance and Operations
Business Office

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.

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

Number of employees:

61

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

61

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Sterling College does not have formally adopted guidelines or policies, but has recently raised staff pay and benefits. Wages and pay are constantly revised to provide the best work environment for employees.

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?:

Does the institution offer a socially responsible investment option for retirement plans?:

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

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.

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

Wellness Program

Responsible Party

Favor Ellis
Dean of Community
Residence Life

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
-

"---" 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
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Wellness Team ensures a safe, welcoming, and vibrant community by providing services that assist students in identifying, clarifying, and achieving their personal, wellness, and educational goals. In addition to direct assistance to students, the Wellness Team develops programs that improve the quality of life and learning in our community. Wellness programming promotes and sustains diversity of culture, history, and lifestyle, fosters respect for the campus environment and ecological systems, and facilitates a productive and transformative exchange of ideas.

The Wellness Team offers support to students around issues of stress, transition, general mental health, and crisis response. Acute mental health issues are referred to a licensed psychologist or emergency services, if necessary.

The College Nurse is available during scheduled hours to consult on matters of general, physical, or mental health and to assist with insurance claim forms for accidents. If a doctor's examination is required, the Wellness Center staff will assist with appointments and

transportation. Excellent facilities are available in Hardwick, 10 miles from campus, and at Copley Hospital in Morrisville, 20 miles away.

The website URL where information about the institution's wellness program(s) is available:

<http://www.sterlingcollege.edu/community/health-and-wellness/>

Workplace Health and Safety

Responsible Party

Deb Clark

Director of Finance and Operations
Business Office

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
Number of reportable workplace injuries and occupational disease cases	4	4
Full-time equivalent of employees	45	45

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2014	Dec. 31, 2014

A brief description of when and why the workplace health and safety baseline was adopted:

Data included in the baseline year was the only data collected for this inventory, which covered only one year.

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

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.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Matthew Derr

President

Administrative

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Board of Trustees is tasked to make sure our investments reflect the values we live by: that is to say, preparing people to become environmental stewards. Board meetings on investments are open to all community members interested.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Deborah Alford (alumna, class of 2013); Eric Becker; Marian Burros; Peter Chehayl, President Matthew Allen Derr; Richard Detweiler; Catherine Donnelly; Bob Durand; John Elder; Melissa Fisher (alumna, class of 2000); Judy Geer; Kenneth Gibbons; Thaddeus Guldbrandsen; Ann Guyer; Allison Hooper; Wendy Koenig; Jonathan Larsen; Jake Oudheusden (alumnus, class of 2012); Elizabeth Schmitt; Robert Shelton; Tom Stearns; Dave Stoner; Julie Wormser (alumna, class of 1986).

Examples of CIR actions during the previous three years:

Sterling College's successful divestment from fossil fuels did not come as a reaction to student pressure; rather, it was the Board of Trustees who made the decision and voted unanimously for the college to become the first in Vermont, and the third in the nation, to divest its endowment.

The website URL where information about the CIR is available:

Responsible Party

Matthew Derr

President

Administrative

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

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

Total value of the investment pool:

1,011,390 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	1,011,390 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

We use Trillium Management; our funds are in a separately managed account. We do have green bonds as part of our mutual funds.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[STARS Reporting Tool | AASHE](#)

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Our investment managers are Trillium Asset Management. They specialize in socially responsible investing, and helping people divest from fossil fuels and reinvest in sustainability.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

From fossil fuels, alcohol, tobacco, firearms, weapons, and pornography. We do not, for example, invest in craft breweries, as they would be part of our negative screen.

Approximate percentage of the endowment that the negative screens apply to:

100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution 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?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the

previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

<http://www.sterlingcollege.edu/news-events/news-archive/sterling-college-completes-fossil-fuel-divestment-endowment-fund/>

Investment Disclosure

Responsible Party

Matthew Derr

President

Administrative

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

Jennifer Payne
Dean of Work
Work Program

Criteria

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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:

The Graduation Pledge of Social & Environmental Responsibility

A brief description of the innovative policy, practice, program, or outcome :

From the Pledge's website:

"Since 1987, the Graduation Pledge of Social and Environmental Responsibility has been offered at colleges and universities throughout the world. Contact us to help the GPA build a global community of responsible graduates improving society and the environment through the workplace."

Listed below is the official Graduation Pledge of Social and Environmental Responsibility:

"I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Since joining the Pledge Alliance, 99.5% of Sterling College graduates have taken the pledge. Though Sterling College does not assess sustainability literacy, such as in Academic criteria, it does hold every member of the community accountable for their actions. As such, Sterling College is the only college in Vermont dedicated to environmental stewardship. Because of this, every graduate has taken this pledge to become social and environmental stewards for sustainability.

A letter of affirmation from an individual with relevant expertise:

[Green Pledge Letter of Affirmation.docx](#)

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	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---

Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

Student Engagement

The website URL where information about the innovation is available :

<http://www.graduationpledge.org/pledge-organizers/schools-involved/>

Responsible Party

Matthew Derr

President

Administrative

Criteria

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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.

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Title or keywords related to the innovative policy, practice, program, or outcome:

Fossil Fuel Divestment

A brief description of the innovative policy, practice, program, or outcome:

Sterling College is proud to be the first college in Vermont and only the third in the United States to announce that it will soon divest its endowment from the two hundred fossil fuel companies identified by

350.org

in its effort to move higher education toward fossil free investment. The Board of Trustees voted unanimously at its February 2, 2013 meeting to instruct the investment team to take this action and to move swiftly to divest.

As quoted from the school's website:

"President Matthew Derr said, "Sterling College is an institution that lives by its core values of environmental stewardship and sustainability, and our investment strategy is now completely in line with those values. By fully divesting its endowment from fossil fuel extractors, we are reaffirming our mission to educate problem solvers and the next generation of environmental stewards.""

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Sterling College became the third college in the United States and the first in Vermont to divest from fossil fuel companies identified by

350.org

A letter of affirmation from an individual with relevant expertise:

[350.org on Sterling College's Divestment Innovation.pdf](#)

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	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes

Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

Divestment; Endowment

The website URL where information about the innovation is available:

<http://www.sterlingcollege.edu/news-events/news-archive/sterling-college-completes-fossil-fuel-divestment-endowment-fund/>

Responsible Party

Carol Dickson

Dean of Academics

Academic

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Agricultural adaptations to climate change Global Field Studies

A brief description of the innovative policy, practice, program, or outcome:

This innovative two-week course, offered in January 2015, provided students with the opportunity to study the political, ecological, and historical aspects of sustainable agriculture in and around Chiapas, Mexico.

Students explored this complex, fertile, and productive region. Faculty from Sterling College, an on-site community facilitator and researcher, as well as a Vermont commercial farmer, guided students through the impacts of climate change in Chiapas, as well as through ecological adaptation strategies such as organic horticulture and community collaboration.

The region offers a unique living classroom for students to learn about climate change and sustainable agriculture. Chiapas has coastal mountain peaks and cloud forests that are home to traditional milpa agriculture and coffee production, as well as plains that have been deforested by conventional ranching. The area also has coastal mangroves that serve as a key watershed resource for local fisheries.

Students learned firsthand about the pressures of climate change on agriculture and they had the opportunity to observe solutions in action, including integrated watershed management, agroecological production systems, shade-grown coffee, and community development programs. In the coastal plains, community ranching groups are re-foresting pastures. In the Chiapan jungle, students will meet with indigenous groups to discuss links between the global economy, deforestation, and palm oil plantations, as well as explore the Mayan heritage of the region.

Students learned about real world solutions to the challenges of climate change, then strategize how to implement these solutions back home, in research, and in service work around the world.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Students have to turn in a final paper to Sterling faculty outlining how the Chiapas region is adapting to climate change through its agriculture and food systems. Additionally, the class will be giving a final presentation to the community when they return in the Spring 2015 long block.

A letter of affirmation from an individual with relevant expertise:

[Letter of Support, Sterling215.docx](#)

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	Yes
Research	Yes

Campus Engagement	No
Public Engagement	Yes
Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Global studies

The website URL where information about the innovation is available:

<http://www.sterlingcollege.edu/academics/global-field-studies/global-field-studies-chiapas-mexico/>

Responsible Party

Simeon Bittman

Executive Chef

Food Services

Criteria

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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:

Real Food Challenge

A brief description of the innovative policy, practice, program, or outcome:

Sterling College has chosen to include information regarding the Real Food Challenge because it believes that through our innovation, mission, and dedication to local foods, we have greatly exceeded the criteria laid out in OP-6 Dining Services.

Sterling College was ranked #1 higher education institution in the United States for the Real Food Challenge, which surveyed over 160 colleges in the nation. It was found that 76% of Sterling's food fit the criteria for the real food challenge. In comparison the next closest institution ranked in at 34%. Because of this, we believe that we have greatly exceeded the criteria laid out in OP-6.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Sterling College achieved 76% real food as put forth in the Real Food Challenge. The next highest institution ranked in at 34%.

A letter of affirmation from an individual with relevant expertise:

[Marian Burros_1.pdf](#)

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	Yes
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No

Grounds	No
Purchasing	Yes
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

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.sterlingcollege.edu/news-events/number-one-for-real-food/>