Champlain College

The following information was submitted through the STARS Reporting Tool.

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**STARS Version:** 1.2
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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.*
Co-Curricular Education

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.

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Student Sustainability Educators Program

 Responsible Party

 Christina Erickson  
 Sustainability Director  
 Campus Planning

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:
2,000

Program name (1st program):
Eco-Reps Program

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
1,000

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

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

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

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

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

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

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

WHAT'S IN IT FOR ECO-REPS:
$9.20/hour for four hours of work per week. (You do not have to be Work Study eligible, but you can use this position as a Work Study Job.)
Professional development, leadership, and peer education skills
Knowledge of environmental and social topics
The experience of working with other passionate students

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

Eco-Reps are trained and coordinated by the Sustainability Director who connects them to appropriate campus personnel and resources.
Student Eco-Reps will meet with Sustainability Director on a weekly basis. Each month will have a theme and related events & activities. Students will be provided related resources and to-do list for the month.

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

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

Week 1: discuss topic, brainstorm activities
Week 2: campus manager/speaker relevant to topic; receive to-do list
Week 3: follow up on to-do list activities & events
Week 4: professional development speaker/workshop; to-do list due; next topic given to Eco-Reps

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

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

Eco-Reps are paid $9.20 an hour which is paid from the Physical Plant budget & Work Study, and supported with programming funds and staffing from the Sustainability Director's Office with Christina Erickson.

The website URL for 1st Program:

Program name (2nd program):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):

---

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

---

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

---

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

---

A brief description of the staff and/or other financial support the institution provides to the program (2nd program):
The website URL for 2nd program:

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Program name (3rd program):

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Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):

---

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

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

---

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

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

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The website URL for 3rd program:

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Program name (All other programs):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

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

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A brief description of how the student educators are selected (All other programs):
A brief description of the formal training that the student educators receive (All other programs):

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A brief description of the staff and/or other financial support the institution provides to the program (All other programs):

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The website URL for all other programs:

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Student Sustainability Outreach Campaign

Responsible Party
Christina Erickson
Sustainability Director
Campus Planning

Criteria
Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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

Does the institution hold a campaign that meets the criteria for this credit?:
Yes

The name of the campaign(s):
Kill-A-Watt Challenge

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

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

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

Sustainability in New Student Orientation

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

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

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

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

http://www.champlain.edu/admitted-students/admitted-undergraduate-students/orientation/august-orientation/august-orientation-schedule
Sustainability Outreach and Publications

Responsibility Party
Christina Erickson
Sustainability Director
Campus Planning

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:
Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:
Central clearinghouse of information

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

Does the institution have a sustainability newsletter?:
Yes
Yes

A brief description of the sustainability newsletter:

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

The website URL for the sustainability newsletter:

http://sustain.champlain.edu/

Does the institution have a vehicle to publish and disseminate student research on sustainability?:

No

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

---

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

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Does the institution have building signage that highlights green building features?:

Yes

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

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

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


Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:

Yes

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

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

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

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Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
We have our "Green Walk" series of 12 exterior signs around the campus that describe various features. Website version is under development.

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

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
Via our membership with CATMA

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.catmavt.org/

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

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

The website URL for the guide for green living and incorporating sustainability into the residential experience:
Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:  
No

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

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

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

---

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):

Yes

A brief description of this material:

Champlain Explorer - enewsletter of the campus - and Sustain Champlain has a regular section in this.

The website URL for this material:

---

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

Yes

A brief description of this material:

Facebook

The website URL for this material:

https://www.facebook.com/SustainChamplain?ref=hl

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

Yes

A brief description of this material:
Twitter

The website URL for this material:
https://twitter.com/Champgreenteam

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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Does the institution have an active student group focused on sustainability?:

Yes

The name and a brief description of each student group:

Environmental Club:
This student club, an official club of the Student Government Association, was formed in 2007 by students who wanted to be engaged in campus projects and to further the culture of sustainability and social justice across Champlain. Club members accomplish this through awareness, service, advocacy, and fun. The Environmental Club is advised by the Sustainability Director and the Environmental Policy Program Director.

List up to 4 notable recent activities or accomplishments of student group(s):

• Attend meetings to plan activities and provide feedback to the Sustainability Director
• Assist with waste reduction activities at move in/move out
• Organize trail work service days
• Host environmental documentary film series
• Currently working on removing bottled water from campus

http://www.champlain.edu/sustain-champlain/sustainable-culture.html

List other student groups that address sustainability:

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The website URL where information about student group(s) is available:
Organic Garden

Responsible Party
Christina Erickson
Sustainability Director
Campus Planning

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:

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

The website URL where information about the garden is available:

Model Room in a Residence Hall

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

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

Responsible Party

Bob Bloch
BYOBiz Director
Business

Submission Note:

Also see
https://www.facebook.com/TheLodgeVT

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

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

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

The website URL where information about the sustainable enterprise is available:

Sustainability Events

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Submission Note:

Google calendar:

https://www.google.com/calendar/embed?src=cerickson%40champlain.edu&ctz=America/New_York

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

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:

Yes

A brief description of the event(s):

There is an annual Kill-A-Watt Challenge that occurs every year. The aim of this challenge is to raise student awareness regarding electricity conservation in Champlain College residence halls (and beyond!). This annual challenge is a collaborative project between Sustain Champlain and Residential Life. New to this year there is also going to be a Sustainability Spirit month over the course of February in which there will be a series of films shown, speakers appearing on campus, and other great events.

The Sustain Champlain Team communicates with students and faculty by:
• blog postings with announcements, upcoming events, and opportunities.
• Find us on: Twitter, Facebook, YouTube, and Blogspot.
• Go Green: Your College Guide to Living Sustainably -- offers tips and resources in waste reduction, energy conservation, transportation, conscious consumption, and more.
• Presentations and guest lectures -- for classes, student organizations, or departments. Example: Greening Your Workplace

SPEAKERS

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

Past events include:
February 2014 - Sustainability Spirit Week featuring:
* Sustain Condoms co-owner Mieka Hollendar
*Sustainability Resource Fair
*Screening of Idle-Threat: A Man on Emission; followed by Q&A with filmmaker and panel of local people involved with idling in VT

Fall 2012 collaboration with BYOBiz Speaking from Experience Series, including Pete Johnson of Pete's Greens
Spring 2011 Environmental Policy Speakers Series including: Tom Gebhard, Managing Director of Inspirra Energy and Principal Advisor at Neptune Wind; Kesha Ram, Vermont State Representative; Brian Tokar, Director of the Institute of Social Ecology

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

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

Focus the Nation Kick-off Event with author Bill McKibben

The website URL where information about the event(s) are available:
https://www.facebook.com/SustainChamplain/events
Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

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

Throughout this program students play an intricate role in planning meetings to brainstorm new initiatives for the program. Students are encouraged to think big and be creative in their planning. In this program no activity is off limits. With careful planning and a solid safety structure anything is possible. Some of the different trips the Wilderness Program offers include hiking, snowshoeing, ice climbing, bobsledding, white water rafting, outdoor survival classes, and back country skiing just to name a few. Suggestions for new trips are always encouraged, and all students are welcome!

The website URL where information about the program is available:

Themed Semester or Year

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

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Sustainability Course Identification

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Responsible Party

Valerie Esposito
Environmental Policy Program Director
Education & Human Services

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

Some courses have multiple sections each year, such as Ethics & Environment and Corporate Social Responsibility

Course catalog at
http://catalog.champlain.edu/content.php?catoid=12&navoid=306

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

The number of sustainability-focused courses offered:

14

The total number of courses offered:

758

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

ENP 100 - Introduction to Environmental Issues
ENP 200 - Sustainability and Environmental Policy
ENP 210 - The Environmental Impacts of Consumerism
ENP 250 - Environmental Policy and Globalization
ENP 300 - Place-Based Environmental Policy
ENP 400 - Environmental Policy Assessment and Development
ENP 450 - Environmental Decision Making
ENP 490 - Environmental Policy Internship
SCI100: SinoAmerican Exchange for Environmental Leadership
SCI 210: Foundations of Ecology  
COR 220: Ethics & the Environment  
BUS 210: Corporate Social Responsibility  
LEG 360: Environmental Law  
COM 401: Environmental Communication  

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:


A copy of the sustainability course inventory:


**Sustainability-Related Courses**

---

**Responsible Party**

*Valerie Esposito*

Environmental Policy Program Director
Education & Human Services

---

**Criteria**

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education.*

---

**Submission Note:**

http://catalog.champlain.edu/content.php?catoid=12&navoid=306

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

---

**The number of sustainability-related courses offered:**

12

**The total number of courses offered:**

758

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

One

**A list of sustainability-related courses offered:**

COR 120: Concepts of Community
COR 210: Scientific Revolutions
COR 310: Technology & Development
COR 320: Human Rights
COR 330: International Cultural Studies
EVT 450: Event Management Seminar
BUS 250: Project Management
INV 430: Social Entrepreneurship
MKT 340 Non Profit & Social Marketing
MIL 14: Orienteering
MIL 19: Backpacking
The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

-sustain-champlain/sustainability-in-the-classroom

A copy of the sustainability course inventory:

---
Sustainability Courses by Department

Responsible Party
Valerie Esposito
Environmental Policy Program Director
Education & Human Services

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

The number of departments that offer at least one sustainability-related or -focused course:
5

The total number of departments that offer courses:
5

A list of departments that offer sustainability courses:

Education & Human Studies
Communication & Creative Media
Core
Stiller School of Business
Information Technology & Sciences

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

http://www.champlain.edu/student-life/campus-and-community-programs/sustain-champlain/resources-
sustain-champlain/sustainability-in-the-classroom

A copy of the sustainability course inventory:

---
Sustainability Learning Outcomes

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs” include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Undergraduate Program in Sustainability

**Responsible Party**

Valerie Esposito  
Environmental Policy Program Director  
Education & Human Services

**Criteria**

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

**Submission Note:**

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

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

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Policy

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

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

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

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

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

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

---
Graduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Immersive Experience

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

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

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

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

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

Does the institution have a program that meets the criteria outlined above?:
Yes

A brief description of the program(s):

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

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

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

The website URL where information about the program is available:
http://www.uvm.edu/sustain/sustain/sustainability-at-uvm/programs/sustainability-faculty-fellows
Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

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</table>
Sustainability Research Identification

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Research is not considered during faculty tenure and promotion decisions.
Faculty Engaged in Sustainability Research

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

Research is not considered during faculty tenure and promotion decisions.
Departments Engaged in Sustainability Research

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

*Research is not considered during faculty tenure and promotion decisions.*
Sustainability Research Incentives

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

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

*Research is not considered during faculty tenure and promotion decisions.*
Interdisciplinary Research in Tenure and Promotion

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Research is not considered during faculty tenure and promotion decisions.
Operations

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

John Caulo
Associate VP
Campus Planning & Auxiliary Services

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Total building space that meets "Eligible Buildings Criteria":
40,700 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
13,700 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified: 
27,000 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:
2007

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

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

Aiken Hall - LEED Gold

http://www.champlain.edu/Documents/sustain_champlain/AikenHallFactsheet.pdf

Perry Hall - LEED Platinum

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

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

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

Building Design and Construction

Responsible Party

John Caulo
Associate VP
Campus Planning & Auxiliary Services

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

New building space that meets "Eligible Buildings Criteria":
27,000 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
0 Square Feet

New building space that is LEED Certified:
0 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified:
0 Square Feet
New building space that is LEED Platinum certified:
27,000 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.champlain.edu/about-champlain/vision/master-plan

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
2007

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

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:
Perry Hall - LEED Platinum

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
---
Indoor Air Quality

Responsibility Party

Tom Bonnette
Director
Physical Plant

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:

532,652 Square Feet

Total occupied building space:

532,652 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

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

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

---
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
Yes
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
fertilizer

Does the inventory include a second Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
wastewater

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party
Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005:
4,050.16 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
1,950

Non-residential/commuter full-time students, faculty, and staff members, 2005:
2,150

Non-residential/commuter part-time students, faculty, and staff members, 2005:
2,150

Scope 1 and 2 gross GHG emissions, performance year:
3,317.36 Metric Tons of CO2 Equivalent

**Off-site, institution-catalyzed offsets generated, performance year:**

0 Metric Tons of CO2 Equivalent

**Carbon offsets purchased, performance year:**

0 Metric Tons of CO2 Equivalent

**List the start and end dates of the GHG emissions performance year:**

1/1/13-12/31/13

**On-campus residents, performance year:**

2,274

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**

2,770

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**

2,770

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**

1/1/13-12/31/13
Air Travel Emissions

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Local Offsets Program

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

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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<td>Reusable Container Discounts</td>
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<td>Reusable To-Go Containers</td>
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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Ted DiGrande
General Manager
Dining Services/Sodexo

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor..

Submission Note:

Currently developing a website that will give our definition of local food, etc.

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

Sodexo national signed an agreement with the Real Food Challenge

Champlain recently became a Fair Trade designated campus.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):
15

A brief description of the sustainable food and beverage purchasing program:
Local Food Purchasing:
Annually 15% of our total food cost (Catering, Retail, and Board) is sourced bioregionally with 8-10% coming from Black River Produce.
We are a Vermont Fresh Network member.
Continue to explore partnerships between existing on-campus food providers and local and/or organic growers and suppliers (i.e. the Intervale, Northeast Organic Farming Association, Vermont Fresh Network, and local dairies, cheese makers, bakeries, meat farms, etc).

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

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

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

Beverage Purchasing:
A committee is meeting in February to discuss the renewal of the Coke contract in June 2013 to discuss the desire for more energy efficient vending machines, healthier options, and different products.

Exploring the possibility of joining the Real Food Challenge, which would increase the procurement of real food on college and university campuses, with the national goal of 20% real food by 2020.

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available:
http://www.champlain.edu/current-students/residential-life/dining-services/social-responsibility
Trayless Dining

Responsible Party

Ted DiGrande
General Manager
Dining Services/Sodexo

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?: Yes

A brief description of the trayless dining program:

All meals served on campus as well as conferences and retail locations have been trayless since 2008.

List the year the program was started:

Aug. 25, 2008

The overall percentage of meals served on campus that are trayless:

100

The percentage of meal plan meals served on campus that are trayless:

100

The percentage of retail facility meals served on campus that are trayless:

100

The percentage of conference meals served on campus that are trayless:

100

The website URL where information about the program is available:

Vegan Dining

Responsible Party

Ted DiGrande
General Manager
Dining Services/Sodexo

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

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

The website URL where information about the program, policy, or practice is available:
http://www.champlain.edu/current-students/residential-life/dining-services/health-and-wellness
Trans-Fats

Responsible Party

Ted DiGrande
General Manager
Dining Services/Sodexo

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

We DO NOT have any trans-fat in our operation. This should be true for all US Sodexo accounts.

The website URL where information about the program, policy, or practice is available:

http://www.champlain.edu/current-students/residential-life/dining-services/health-and-wellness
Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?: Yes

A brief description of the guidelines for franchisees:

Each year when we meet with our Sodexo team for their "Annual Expectations" meeting/review, we come up with goals and activities related to our institution's sustainability goals.

The website URL where information about the guidelines is available:

---
Pre-Consumer Food Waste Composting

Responsible Party

Ted DiGrande
General Manager
Dining Services/Sodexo

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

Does the institution have a pre-consumer food waste composting program?:

Yes

A brief description of the pre-consumer food waste composting program:

At Champlain College, pre and post-consumer food waste is collected each day and taken to a large scale composting site, operated by Green Mountain Compost Products and Chittenden Solid Waste District for composting.

The kitchens in the Dining Hall and Jazzman’s cafe have a composting system that is contracted out the above companies.

The overall percentage of meals for which pre-consumer scraps are composted:

100

The percentage of meal plan meals for which pre-consumer scraps are composted:

100

The percentage of retail facility meals for which pre-consumer scraps are composted:

100

The percentage of conference meals for which pre-consumer scraps are composted:

100

The website URL where information about the composting program is available:

http://www.champlain.edu/faculty-and-staff/campus-information/sustain-champlain-fac-staff/resources/sort-it-out-recycling-guidelines
Does the institution have a postconsumer food waste composting program?:
Yes

A brief description of the postconsumer food waste composting program:
We have compost collection bins in all the primary dining areas (dining hall, Jazzman's) as well as other spaces frequently used for catering or have steady traffic (conference rooms, student lounges, etc.) We are starting compost collection in our newest residence halls.

We also offer Green Team volunteers to assist with trash/recycling/compost collection during large events.

The percentage of overall meals for which postconsumer composting is available:
100

The percentage of meal plan meals for which postconsumer composting is available:
100

The percentage of retail facilities for which postconsumer composting is available:
100

The percentage of conference meals for which postconsumer composting is available:
90

The website URL where information about the composting program is available:
http://www.champlain.edu/faculty-and-staff/campus-information/sustain-champlain-fac-staff/resources/sort-it-out-recycling-guidelines
Food Donation

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Recycled Content Napkins

 Responsible Party

 Ted DiGrande
 General Manager
 Dining Services/Sodexo

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

 Does the institution use recycled content napkins in its dining service operations?:
 Yes

 A brief description of the purchasing behavior:

 Champlain College buys recycled content napkins for the IDX Dining Hall, Jazzman's cafe, as well as Catering events

 The website URL where information about the purchasing is available:
 http://www.champlain.edu/Documents/Sustain-Champlain/SCCommittee_March15.pdf
Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:
We have a BYOB (bring your own mug, get discount on drink) policy in our Jazzman's cafe. There are water bottle refill stations in several buildings across campus.

Amount of the discount offered for using reusable mugs:
0.70

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
The discount depends on the size of the drink. ($.30-$0.70)

The website URL where information about the reusable mug discount program is available:
---
Reusable To-Go Containers

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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Building Energy Consumption

Responsible Party

Tom Bonnette
   Director
   Physical Plant

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

Submission Note:

Baseline is 2007, the earliest year of organized data

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

Total building energy consumption, 2005:
44,766.33 MMBtu

Building space, 2005:
468,131 Gross Square Feet

Total building energy consumption, performance year:
50,636.50 MMBtu

Building space, performance year:
532,652 Gross Square Feet
List the start and end dates of the energy consumption performance year:
July 1, 2012-June 30, 2013
Clean and Renewable Energy

Responsible Party

Tom Bonnette
Director
Physical Plant

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

\[ 1 \text{ kWh} = 0.003412 \text{ MMBtu} \]

\[ 1 \text{ MWh} = 3.412 \text{ MMBtu} \]

\[ 1 \text{ therm} = 0.1 \text{ MMBtu} \]
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBTU

Submission Note:

Total electricity (FY12) = 6009445 KWH = 20504.22 MMBtu
Total gas (FY12) = 290538 CCFs = 29838.2526 MMBtu

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:
0.14 MMBtu

Option 2: Non-electric renewable energy generated:
0.70 MMBtu

Option 3: Total 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 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
0.00 MMBtu

Total energy consumed during the performance year:
50,342.47 MMBtu

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

Solar Panels at the Miller Center:
The system is 40,768 w, and has 182 PV modules, with an estimated energy production of 44,880 kWh. It has an estimated energy production of 1,057,191 kWh over its guaranteed life of 25 years. It annually avoids the emission of 70,880 lbs of green house gas CO2.

A brief description of on-site renewable non-electric energy devices:
There is geothermal heating and cooling for Perry Hall and Juniper Hall

http://www.champlain.edu/Documents/perry/PerryInterpretiveBookletSm.pdf

Current Generation (Jan. 2013) =
Juniper: 400,000 btu/hr - 0.4 MMbtu
Perry: 300,000 btu/hr - 0.3 MMbtu

Expected Generation (next 3 years) =
Butler/Valcor: 800,000 but/hr - 0.8 MMbtu
CCM: 1,250,000 btu/hr - 1.25 MMbtu
Lakeview & Garden House: 500,000 btu/hr - 0.5 MMbtu

Total: 3,250,000 btu/hr - 3.25 MMbtu

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

---

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

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

The website URL where information about the institution's renewable energy sources is available:

Timers for Temperature Control

Responsible Party

Bob Bolin
HVAC Technician
Physical Plant

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

A brief description of the technology used:
Approximately half of our campus buildings (44 total) are linked to an Energy Management System, created and maintained by our HVAC expert, Bob Bolin.

The percentage of building space (square footage) with timers for temperature control:
---

The website URL where information about the practice is available:
Lighting Sensors

Responsible Party

Tom Bonnette
Director
Physical Plant

Submission Note:

Several other buildings have sensors as well, including Lakeview bathrooms; Skiff bathrooms, and others.

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:

Yes

A brief description of the technology used:

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

The percentage of building space with lighting sensors:

---

The website URL where information about the institution's use of the technology is available:

http://www.champlain.edu/Documents/Sustain-Champlain/PerryInterpretiveBookletSm.pdf
LED Lighting

Responsible Party

Tom Bonnette
Director
Physical Plant

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:

Yes

A brief description of the technology used:

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

The percentage of building space with LED lighting:
---

The percentage of parking deck space with LED lighting:
---

The percentage of outdoor space that uses LED lighting:
---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):
---

The website URL where information about the institution's use of the technology is available:
http://www.champlain.edu/Documents/Sustain-Champlain/PerryInterpretiveBookletSm.pdf
Vending Machine Sensors

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Management System

Responsible Party

Bob Bolin
HVAC Technician
Physical Plant

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

A brief description of the management system:

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

The percentage of building space monitored with a centralized energy management system:
---

A description of what systems are shut down during unoccupied periods:
---

The website URL where information about the institution's use of the technology is available:

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:
Yes

A brief description of the metering system:
We collect all electricity and natural gas usage for all of our buildings, through our utility bills. Most buildings have their own meters; a minority are shared between two buildings.

The percentage of building space with energy metering:
100

The website URL where information about the metering system is available:
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**

Integrated Pest Management

Native Plants

Wildlife Habitat

Tree Campus USA

Snow and Ice Removal

Landscape Waste Composting
Integrated Pest Management

Responsible Party

Lewis Barnes
Grounds Manager
Physical Plant

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:

24 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:

24 Acres

A brief description of the IPM plan(s):

We do not have a formalized IPM, but our general practice is that we do not use pesticides or herbicides on campus, except in extreme cases.

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

---
Native Plants

Responsible Party

Lewis Barnes
Grounds Manager
Physical Plant

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:

As outlined in our Landscape Master Plan

The website URL where information about the program, policy, or practice is available:
http://www.champlain.edu/Documents/About-Champlain/Master-Plan/LandscapeMasterPlanFINAL3-07.pdf
Wildlife Habitat

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

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

Responsible Party

Lewis Barnes
Grounds Manager
Physical Plant

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:
We use a product called "Natural Alternatives Ice Melt" which claims to use less amounts of calcium chloride (salt) than other products, and meets LEED guidelines, laid out by the US Green Building Council for all sidewalks and driveways.

The website URL where information about the program, policy, or practice is available:
http://sustain.champlain.edu/2014/01/07/safer-walking-vs-lake-pollution/
Landscape Waste Composting

Responsible Party

Lewis Barnes  
Grounds Manager  
Physical Plant

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:
Lawn and garden debris is composted, also all woody debris goes to the McNeil electricity generating plant for fuel.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
100

The website URL where information about the program, policy, or practice 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.

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Computer Purchasing

Responsible Party

Ted Laskaris
Assistant VP
Information Systems

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:
Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
We do not have a policy but we’re buying that way regardless. We are in progress of writing a policy to reflect this.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:
No

Expenditures on EPEAT Gold desktop and laptop computers and monitors:
Expenditures on EPEAT Silver desktop and laptop computers and monitors:

Total expenditures on desktop and laptop computers and monitors:
Cleaning Products Purchasing

Responsible Party

Linda Wheeler
Senior Director
Auxiliary Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:
Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
The use of Green Seal and other cleaning products are written into the contract for the custodial departments. Our custodial teams meets bi-weekly with a campus liaison to make sure the green cleaning practices are being carried out.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products?)?:
No

Expenditures on Green Seal and/or EcoLogo certified cleaning products :
---
Total expenditures on cleaning products:

---

A copy of the sections of the cleaning contract(s) that reference certified green products:

---
Office Paper Purchasing

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

Does the institution have an institution-wide stated preference to purchase recycled content office paper?: Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

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

Annual message sent to all who purchase paper

we recommend as the cost effective and most environmentally friendly copy paper product (for the regular day-to-day copying & printing needs): ASPEN 100 20# weight (P1054922CTN). This is a 100% post-consumer recycled content paper that we are able to get a great price on, due to a combined purchasing agreement with Office Max.

Here’s how it compares:
Paper Type Cost Notes
Aspen 30 paper (P1054901CTN) $33.23/Carton Best price, and contains 30% recycled content

Aspen 100 paper (P1054922CTN) $35.53/Carton Good price, and contains 100% recycled content
Office Max non-recycled (P1OX9001) $39.99/Carton Most expensive, and contains no recycled content.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?: Yes

Expenditures on 10-29 percent recycled-content office paper :
78.72 US/Canadian $

Expenditures on 30-49 percent recycled-content office paper :
16,389.86 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper :
468.74 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
0 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper :
2,021.26 US/Canadian $

Total expenditures on office paper :
22,028.52 US/Canadian $

Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the 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.
Historically Underutilized Businesses

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

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.

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Campus Fleet

Responsible Party

Tom Bonnette
Director
Physical Plant

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

Public Safety Vehicles:
• 2010 GMC Savannah – 8 passengers (owned) - Public Safety
• 2011 GMC Savannah – 8 passengers (owned) - Public Safety
• 2013 Honda CRV (owned) – Public Safety
• 2009 Honda CRV (owned) - Public Safety vehicle (to be traded June, 2014)

PHYSICAL PLANT VEHICLES:
• 2012 GMC dump truck (owned)
• 2009 GMC- model 1500 Pickup (owned)
• 2013 Toyota Tundra (Leased)
• 2011 GMC pickup (owned)
• 2011 Ford Transit van (owned)
• 2008 Chevy 1500 (owned)
• 2011 Toyota Tundra (owned)
• 2013 Subaru Forester (owned)
• 2012 Toyota Tundra (owned)
• 2012 Toyota Tundra (owned)
- 2012 GMC Savannah (owned)

+ SGA Van – 2013 8 passenger van

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student Commute Modal Split

Responsible Party

Sandy Thibault
Executive Director
CATMA

Criteria

Institution's students commute to and from campus using more sustainable 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.

Submission Note:

CATMA Joint Institution Parking Management Plan and May 2012 Campus Update documents- available through www.catmavt.org

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

The percentage (0-100) of institution's students who use more sustainable commuting options:

72.24

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

27.76

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

53.23

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:

2.67

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:

13.83

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of
transportation:

---

The website URL where information about alternative transportation is available:

http://www.champlain.edu/transportation
Employee Commute Modal Split

Responsible Party

Sandy Thibault
Executive Director
CATMA

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

CATMA Joint Institution Parking Management Plan and May 2012 Campus Update documents- available through www.catmavt.org

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

The percentage (0-100) of institution’s employees that use more sustainable commuting options: 41.10

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: 58.90

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents: 10.80

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation: 12.50

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation: 10.70

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
The website URL where information about alternative transportation is available:

http://www.champlain.edu/transportation
Bicycle Sharing

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
Lakeside BikeShare — There are a few bicycles available for employees to check out at Lakeside.

The website URL where information about the program, policy, or practice is available:
http://www.champlain.edu/faculty-and-staff/campus-information/transportation-and-parking/transportation-services
Facilities for Bicyclists

Responsible Party
Christina Erickson
Sustainability Director
Campus Planning

Submission Note:

More at
http://www.champlain.edu/transportation-and-parking-information.html

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

A brief description of the facilities:
Indoor bike storage in Juniper Hall, shower facilities in IDX and Lakeside, also have a bike rack map

The website URL where information about the program, policy, or practice is available:
Bicycle and Pedestrian Plan

Responsible Party
Christina Erickson
Sustainability Director
Campus Planning

Submission Note:
Champlain Transportation Plan May 2013:

Also, Campus Master Plan of 2007:
http://www.champlain.edu/about-champlain/vision/master-plan

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
Provide more bike racks, lockers, cages, showers and indoor storage. Add bike racks to shuttles. Add bike fix-it station with tools and air pump. Explore the idea of bike shop and bike share on campus. Currently developing a more comprehensive plan for bicycles/pedestrians

The website URL where information about the plan is available:
http://www.champlain.edu/transportation-and-parking-information.html
Mass Transit Programs

Responsible Party

Carl Riden
Associate Director
Campus Public Safety

Submission Note:

Also more at
http://www.catmavt.org/

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:
Yes

A brief description of the program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Champlain College offers a free campus shuttle to all students and employees as well as free rides on the CCTA bus service that serves Burlington and the Greater Burlington area.

The website URL where information about the program is available:
http://www.champlain.edu/transportation
Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

In the summertime, this is an option.

The website URL where information about the program is available:

---
Telecommuting

Responsible Party

Mary M. Lee
Associate VP
Human Resources & Organizational Development

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
The College does not have an official policy, but it is up to individual managers to determine when it is appropriate in their departments. Several offices offer this option to their employees.

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

Sandy Thibault
Executive Director
CATMA

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:

Champlain is a member of CATMA (Campus Area Transportation Management Association) and through CATMA people can participate in RIDESWORK. RIDESWORK is a free, confidential carpool matching service personally provided by CATMA staff. CATMA's database includes people who are interested in finding a carpool partner(s) as well as existing carpools who are accepting additional members. CATMA's database is unique in that it consists of employees who are employed and commuting to "the hill" and downtown Burlington.

http://www.catmavt.org/index.php?option=com_content&view=article&id=70&Itemid=75

The website URL where information about the program is available:
Cash-out of Parking

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:
The city of Burlington has a no idling ordinance which restricts vehicle idling to three minutes, with certain exemptions. In 2014, Champlain hosted a viewing of the film "Idle Threat: A Man on Emission". Following the one hour screening, there was a Q&A session with the filmmaker, George Pakenham, as well as representatives from Idle-Free Vermont, the American Lung Association, and the City of Burlington to discuss current, local anti-idling efforts.

The website URL where information about the policy is available:
http://library.municode.com/HTML/13987/level4/PTIICOOR_CH20MOVETR_ARTIIIPASTST_DIV1GE.html#PTII
COOR_CH20MOVETR_ARTIIIPASTST_DIV1GE_S20-55GEPR
Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:
Champlain College is a host of one CarShare Vermont cars with subsidized membership for full-time students and full or part-time employees.

The website URL where information about the program, policy, or practice is available:
http://www.champlain.edu/faculty-and-staff/campus-information/transportation-and-parking/commuting-resources/carshare-vermont
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.

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</table>
Waste Reduction

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

FTE given for students, employees, etc.

Baseline year is FY2009 - the first year of tracked data

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

Weight of materials recycled, 2005 baseline year :
297.94 Tons

Weight of materials composted, 2005 baseline year :
149.98 Tons

Weight of materials disposed as garbage, 2005 baseline year :
453.39 Tons

Weight of materials recycled, performance year :
149.17 Tons

Weight of materials composted, performance year :
219.63 Tons

Weight of materials disposed as garbage, performance year :
279.38 Tons
List the start and end dates of the waste reduction performance year:
January 2013-December 2013

On-campus residents, 2005:
1,049

Non-residential/commuter full-time students, faculty, and staff members, 2005:
1,381

Non-residential/commuter part-time students, faculty, and staff members, 2005:
0

On-campus residents, performance year:
1,153

Non-residential/commuter full-time students, faculty, and staff members, performance year:
1,117

Non-residential/commuter part-time students, faculty, and staff members, performance year:
0

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
January 2013-December 2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
Section in our Sustainability Action Plan (p. 18-20)

The website URL where information about the institution’s waste reduction initiatives is available:
http://www.champlain.edu/Documents/Sustain-Champlain/SAP_June%202013Final.pdf
Waste Diversion

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Sort it Out: Recycling Guidelines
http://www.champlain.edu/sustain-champlain/sustainable-operations/recycling-guidelines.html

Guide to greening campus events:
http://www.champlain.edu/Documents/sustain_champlain/EventGreening_Jan'10.pdf

Move-out Information and Tips:

Partnerships with:
Chittenden Solid Waste District, ReSource, Better World Books

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:
370.55 Tons

Materials disposed in a solid waste landfill or incinerator:
279.38 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:
**Diverted tons above only reflect regular compost and recycling. We also do many efforts in re-use and donation, but we have not tabulated weight of these items.**

• Single stream recycling for wide variety of paper products, plastics #1-7, glass, and aluminum.

Trash & Recycling: Each building on campus contains various black or gray trash bins and blue recycling bins

Electronic Waste: Blue column containers found in Lakeside 2nd floor, Hauke entry, IDX Fireside Lounge, MIC entry, and Ireland entry

Compost: Green bins found in Hauke Conference Room, Jazzman's Cafe, Aiken Conference Room, MIC (Library), and the main compost chute in the Cafeteria

• Pre and post-consumer composting in the dining hall and Jazzman's Cafe; post-consumer composting in several lounges and rooms used for catered events
• Refill discounts at Jazzman's Café for bringing your own mug
• Water bottle refill stations in several buildings across campus.

• Guide to Greening Campus Events
• Move Out collection programs for on and off-campus students
• Book collection program, partnering with Better World Books
Construction and Demolition Waste Diversion

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Electronic Waste Recycling Program

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

There are E-Waste bins in several buildings on campus and in the residential halls, with descriptive explanation and signage. We contract our E-Waste collection out to Good Point Recycling in Middlebury, VT.

A brief description of the electronic waste recycling program for institution-generated materials:

As an institution Champlain has recycled over 29,700 lbs of mixed electronic waste in total from Fiscal Years 2010-2013.

A brief description of the electronic waste recycling program for student-generated materials:
"E-waste" is used to describe all the spent supplies and obsolete accessories associated with computers and electronics. E-Waste includes pretty much everything but the computer itself: storage devices, CDs, floppy disks, hard drives, Zip disks, cell phones, i-pods, empty print cartridges, cables, cords, parts of circuit boards, video tapes, PDAs, etc.

Please don't throw your E-Waste in the regular garbage or recycling bins. Keep these materials separate so we can recycle valuable resources, keep hazardous materials out of the landfill and ensure protection of privacy since the recycling company shreds the electronic media we send them. Please place batteries in the blue E-Waste Collection tubes found in IDX, MIC, Hauke, Ireland, and Lakeside.

The website URL where information about the e-waste recycling program is available:

-sustain-champlain/sort-it-out-recycling-guidelines
Hazardous Waste Management

Responsible Party

Tom Bonnette
Director
Physical Plant

Criteria

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.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

We have minimal waste due to size and nature of campus.

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

Batteries:
Batteries are found in numerous electronic devices, cell phones, MP3 players, laptops, computers, watches, cameras, etc. They come in many shapes and sizes but the most common are AAA, AA, C and D cells. Batteries may contain any of several heavy metals, including mercury, lead, nickel, zinc or cadmium. They may also include corrosive liquids (sulfuric acid) or reactive metals (lithium). For this reason, batteries on the Champlain campus should not be put in the regular trash or recycle bins. Please place batteries in the blue E-Waste Collection tubes found in IDX, MIC, Hauke, Ireland, and Lakeside.

Fluorescent Bulbs:
Compact Fluorescent Bulbs (CFLs) contain mercury. If your bulb no longer works, wrap bulbs in a manner to minimize risk of breakage and put in a work order to have Physical Plant pick it up. For students in the res halls: have your RA contact Physical Plant to have it picked up.
If a fluorescent light bulb breaks, do not use a vacuum cleaner to clean it up. Wear disposable rubber gloves, if available. Carefully scoop up the fragments and the mercury (white) powder with stiff paper or cardboard. Wipe the area clean with a damp paper towel or disposable wet wipe. Sticky tape (such as duct tape) can be used to pick up small pieces and the powder. Place all parts of the broken fluorescent bulb, towels and tape in a clear plastic bag. Wash your hands afterwards.

+ Other E-waste collection
The website URL where information about hazardous materials management is available:
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

Swap Shelf for office supplies

http://sustain.champlain.edu/2013/10/10/champlain-swap-shelf/

Surplus furniture at Physical Plant

The website URL where information about the program is available:

Limiting Printing

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

Online catalog (link below) and Champlain is now using a new online Learning Management System called Canvas that was created by Instructure that is similar to other systems such as Blackboard.

The website URL where information about the practice is available:

http://catalog.champlain.edu/
Chemical Reuse Inventory

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

*Institution does not have laboratories that use chemicals.*
Move-In Waste Reduction

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:
We train the Resident Assistants (RAs) and have a few student Eco-Reps on hand to assist students moving in with recycling, particularly cardboard.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:

We remind students and have our Eco-Reps available to help residents:
1. Be thoughtful and mindful in your moving out time. We all are ready for summer break and if we work together we can get there quickly, without trashing the campus (and planet) as well as help out those who can use the stuff we no longer want.

2. Educate yourself about what can be collected for donation. All of these can be donated within the local community and beyond (including the Center for Service’s trip to Uganda, Goodwill, ReStore, COTS, and the Food Shelf). Collection bins will be out in the halls during finals week. There will also be a tent for large items (furniture, appliances, etc.) behind Summit Hall on 56 Summit St during finals and senior week. Transportation of large items may be available (call 865-5449 to arrange).
- Clothes, Bedding, Linens, Towels, Blankets, etc. – Anything without major stains, holes, etc.
- Shoes & boots – ok as long as they come in pairs
- Food – Anything that has not been opened or is not perishable (no fresh fruits, veggies, bread, etc.)
- Toiletries & Cleaning Supplies – Even if opened, these can be used by local organization
- Household items such as dishes, lamps, pots & pans, brooms, decorations, hangers, bathroom totes, shelving, storage boxes, etc.
  – Should be in general working order, not majorly damaged (some wear & tear is ok)
- School & Arts supplies, including book bags & backpacks – half used notebooks? Half a package of envelopes? Sharpened pencils? All fine.
- Books – we can take pretty much anything that still has a cover and isn’t wet, ripped, etc. Recycle otherwise.
- Plants – we’ll find a home for them, if they are still living
- Appliances & electronics – if in working or repairable order, we can take them. Should be generally clean (no moldy food in fridges, please)
- Furniture – if not majorly stained, damaged, or with holes, (and known to be bed-bug free), we can take these.

3. Remember to recycle! All paper, cardboard, empty glass & plastic bottles and containers, cans, etc. can and should be recycled in the recycling dumpsters outside of each residence hall. Batteries and electronics SHOULD NOT GO in the trash. Instead, put them aside (we’ll set out containers for these too). If there is a lot of food waste, people can bring it to the compost bins behind the IDX center, by the loading dock. Need a refresher on what can be recycled? See the Sort it Out guidelines.

4. Have something too gross/broken to donate? It is your responsibility to remove this from your room, otherwise you will face additional charges. There will be a large dumpster behind Summit Hall during finals & senior week where students can dispose of such items. Additionally, you can go to the Chittenden Solid Waste District drop-off center on Pine Street in Burlington.
The website URL where information about the program is available:

-sustain-champlain/moving-out
Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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</table>
Water Consumption

Responsible Party

Tom Bonnette
Director
Physical Plant

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

Submission Note:

Baseline year 2005 numbers are actually from 2007, year with first organized data

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

Water consumption, 2005 baseline year:
10,073,357 Gallons

Water consumption, performance year:
9,592,965.82 Gallons

List the start and end dates of the water consumption performance year:
Fiscal Year 2012 (July 1, 2012-June 30, 2013)

On-campus residents, 2005:
841

Non-residential/commuter full-time students, faculty, and staff members, 2005:
1,543

Non-residential/commuter part-time students, faculty, and staff members, 2005:
0

On-campus residents, performance year:
1,153

Non-residential/commuter full-time students, faculty, and staff members, performance year:
Non-residential/commuter part-time students, faculty, and staff members, performance year:
0

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
July 1, 2012-June 30, 2013

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
Listed in our Sustainability Action Plan (p. 20)

http://www.champlain.edu/Docs/Sustain-Champlain/SAP_June%202013Final.pdf

The website URL where information about the institution’s water conservation initiatives is available:
Stormwater Management

Responsible Party

John Caulo
Associate VP
Campus Planning & Auxiliary Services

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes
A brief description of the institution's stormwater management initiatives:

See our stormwater master plan

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

http://www.champlain.edu/Documents/About-Champlain/Master-Plan/StormwaterPlanMasterPlanFINAL3-07.pdf

Does the institution have a living or vegetated roof?:

Yes

A brief description of the institution's living or vegetated roof:

One on IDX roof, one on Perry roof

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Sidewalks around Perry Hall

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

Behind Perry Hall

Does the institution have stone swales?:

No

A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

No

A brief description of the institution's vegetated swales:
Does the institution employ any other technologies or strategies for stormwater management?:

---

A brief description of other technologies or strategies for stormwater management employed:

---
Waterless Urinals

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

Responsible Party

Tom Bonnette
Director
Physical Plant

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

Does the institution have building-level water consumption meters for at least one building?:

Yes

A brief description of the water metering employed:

Most of our 44 buildings have their own water meter. 3 of them share a meter with another building.

The percentage of building space with water metering:

---

The website URL where information about the practice is available:

---
Non-Potable Water Usage

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Weather-Informed Irrigation

Responsible Party

Lewis Barnes
Grounds Manager
Physical Plant

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:
In general, we do not irrigate except when there are new plantings and they are first installed.

The website URL where information about the practice is available:
---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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</tbody>
</table>
Sustainability Coordination

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

Sustain Champlain Advisory Team:
Founded in 2005 as the Post-Carbon Committee, the Sustain Champlain Advisory Team (formerly known as the Sustain Champlain Committee) is a group of faculty, staff and students who were interested guiding the path of campus sustainability at Champlain. The goal of this group is to discuss and develop strategies and recommendations that will help create a more sustainable, efficient, and environmentally friendly Champlain. Committee members are asked to lead by example, act as a liaison to their respective department/division, and speak on behalf of their role on campus.

Members of the committee, including affiliations:

Christina Erickson, Sustainability Director, Campus Planning & Auxiliary Services
John Caulo, AVP, Campus Planning & Auxiliary Services
Karen Dusini, Sr. Project Manager, Campus Planning & Auxiliary Services
David Provost, VP, Finance
Tom Bonnette, Director, Physical Plant
Linda Wheeler, Director, Events Center & Auxiliary Services
Rich Long, Director, Public Safety
Ted Laskaris, AVP, Information Systems
Ted DiGrande, General Manager, Dining Services
Joann Patel, Associate Professor, CCM
Kristin Wolf, Assistant Professor, CORE
Lindsey Godwin, Assistant Professor, BUS
Valerie Esposito, Director, Environmental Policy, EHS
Rebecca Carlson, Work Study, EHS
+ Student Eco-Reps

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

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The central coordinating office for all efforts that fall under the Sustain Champlain initiative.
This campus-wide initiative strives to infuse sustainability concepts and practices throughout Champlain College by coordinating and promoting best practices within four areas: our institution, academics, operations and culture. Our staff serves as internal consultants, educators and resource people to the Champlain Community (within and beyond the College). We also collaborate with and support other departments and groups to provide campus programs that enrich the campus experience.

The number of people employed in the sustainability office:
1

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

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Christina Erickson

Sustainability coordinator's position title:
Sustainability Director

A brief description of the sustainability coordinator’s position:
The creation of this position in 2008 was based on a recommendation of the Sustain Champlain Committee. The Sustainability Director recommends strategies for carbon and waste reduction across college operations, facilitates student leadership around environmental issues, and is developing a comprehensive sustainability plan for Champlain College.
The website URL where information about the sustainability coordinator is available:

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,011

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Sustainability is listed as a core value of the College

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

Diversity and Inclusion is a one of the 5 goals

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

Yes
No

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

---

The website URL where information about the strategic plan is available:

http://www.champlain.edu/Documents/About-Champlain/12-PRES-0287%20EXTERNAL%202020-20Strategic%20Plan_lowres_FINAL.pdf
Physical Campus Plan

Responsible Party

John Caulo
Associate VP
Campus Planning & Auxiliary Services

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:
listed as a key theme

The year the physical campus plan was developed or adopted:
2,007

The website URL where the physical campus plan is available:
http://www.champlain.edu/Documents/About-Champlain/Master-Plan/MasterPlanFINAL3-07.pdf
**Sustainability Plan**

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**Responsible Party**

Christina Erickson  
Sustainability Director  
Campus Planning

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**Criteria**

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

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

**Does the institution have a sustainability plan that meets the criteria for this credit?:**

Yes

**A brief description of how multiple stakeholder groups were involved in developing the plan:**

student, faculty, staff committee to develop over two years; currently being reviewed by multiple stakeholders

**A brief description of the plan’s measurable goals :**

23 metrics that we measure progress each year

**A brief description of how progress in meeting the plan’s goals is measured:**

annual review of metrics

**The website URL where more information about the sustainability plan is available:**

http://www.champlain.edu/Documents/Sustain-Champlain/SAP_June%202013Final.pdf

**The year the plan was developed or last updated:**

2,013
Climate Action Plan

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

Sustainability Action Plan can be found at:
http://www.champlain.edu/Documents/Sustain-Champlain/SAP_June%202013Final.pdf

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

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Diversity and Equity Coordination

Responsible Party

Ame Lambert
Sr. Director
Diversity & Inclusion

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:
Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :
Create strategic action to institutionally harness the productive power of difference.

Members of the committee, including job titles and affiliations :
Several Vice Presidents, President, Sr. Director of Diversity & Inclusion

The website URL where information about the diversity and equity committee is available:
http://www.champlain.edu/about-champlain/diversity-and-inclusion/information-for-faculty-and-staff/diversity-council

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:
The Office of Diversity and Inclusion helps Champlain's increasingly diverse community to engage in educational, social and inclusive practices with the goal of helping all members of the community to have a positive experience and to foster successful outcomes.

The number of people employed in the diversity office:
1.50
The website URL where information about the diversity and equity office is available:
http://www.champlain.edu/office-of-diversity-and-inclusion-x5693.html

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Ame Lambert

Diversity coordinator's position title:
Sr. Director of Diversity & Inclusion

A brief description of the diversity coordinator's position:
The ODI office staff serve as internal consultants, trainers and resources to the Champlain Community (within and without the college). We also provide access and success resources and collaborate with and support other departments and groups to provide campus programs that enrich the campus experience.

The website URL where information about the diversity and equity coordinator is available:
http://www.champlain.edu/about-champlain/diversity-and-inclusion/information-for-faculty-and-staff/diversity-council
**Measuring Campus Diversity Culture**

**Responsible Party**

Ame Lambert  
Sr. Director  
Diversity & Inclusion

**Criteria**

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

**Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:**  
Yes

**A brief description of the assessment(s):**

An annual report card noting progress on the following: Access & Success, Climate & Intergroup Relations, Education & scholarship, and Institutional Planning: Viability and Vitality

http://www.champlain.edu/about-champlain/diversity-and-inclusion/institutional-diversity-framework

**Year the assessment was last administered:**

2014

**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:**

The first report is in progress, with expected release in April 2014.
The website URL where information about the assessment(s) is available:
http://www.champlain.edu/about-champlain/diversity-and-inclusion
Support Programs for Underrepresented Groups

Responsible Party

Ame Lambert
Sr. Director
Diversity & Inclusion

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

We also just hired a new recruiter in Human Resources who is focusing on diversity.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

C.A.R.E — Champlain’s Achievement, Retention and Excellence — is designed to help students succeed and thrive.

The program combines the best of research on retention and success for underrepresented students, students from our partner programs and first-generation populations, including:

Academic support and structure
Mentoring
Development of non-cognitive variables
Providing horizon expanding opportunities
Developing a positive identity
Developing the capital needed to succeed in college

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

LGBTQA affinity group is open to students, faculty & staff
Jewish affinity group is open to students, faculty & staff

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

LGBTQA affinity group is open to students, faculty & staff
Jewish affinity group is open to students, faculty & staff

The website URL where more information about the programs in each of the three categories is available:

Support Programs for Future Faculty

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 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 Programs

Responsible Party

Kristi Jovell
Director
Financial Aid

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" 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 the institution’s participation in federal TRIO programs:

---

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

Personalized Financial Aid process with many scholarships. In addition, we have an "Angel Fund" to assist students in need with personal requests.

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

CARE mentor Program - C.A.R.E — Champlain's Achievement, Retention and Excellence — is designed to help students succeed and thrive.


Intercultural U training - Champlain's intercultural training certification program is an innovative program designed to prepare members of the Champlain to serve as peer trainers and champions and intercultural/diversity facilitators.


A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

Imagine College -


Champlain College's pre-college and college success initiative, Imagine College, is designed to help create college access for underserved populations, help them continue to graduation and prepare them for a life of career and personal success where they can serve as agents of positive change in our community.

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

Beyond the typical federal and state scholarships, we also offer the following scholarships:

New American Student Scholarship is a need-based scholarship for Vermont's refugee and asylum students. Recipients must be eligible for a Federal Pell Grant. This scholarship is for tuition only, and the amount varies depending on the students expected family contribution and other need-based grants and scholarships the student is eligible to receive.

Single Parent Scholarship is a scholarship for Pell-eligible single parents participating in the Champlain College Single Parents Program. The goal of the scholarship is to aid with tuition for single parents.
Vermont First Scholarship is targeted at first generation college-bound high school seniors. Recipients must be full-time and eligible for a Federal Pell Grant. This scholarship, in combination with the expected family contribution, federal and state programs to include work-study, student loans, grants and other gift aid, will provide funding for up to the full cost of attendance at Champlain College. Vermont First scholarship recipients must remain in campus housing to qualify for the full award.


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

A very personable Financial Aid office that works with each family individually.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

Direct relationships with two schools:
Charter High School for Architecture & Design (PA)
Bronx High School for Science (NY)
+ New American Scholarship program for refugees

A brief description of the institution’s other admissions policies and programs:

---

A brief description of the institution’s other financial aid policies or programs:

---

A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:
Gender Neutral Housing

Responsible Party

Danelle Berube
Director
Residential Life

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:
Yes

A brief description of the program, policy, or practice:
Housing options are provided on an as-needed basis for transgender and transitioning students.

The website URL where information about the program, policy, or practice is available:
---
Employee Training Opportunities

Responsible Party

Ame Lambert
Sr. Director
Diversity & Inclusion

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

Intercultural U — Champlain's intercultural training certification program is an innovative program designed to prepare members of the Champlain to serve as peer trainers and champions and intercultural/diversity facilitators.

As an Institution committed to creating an inclusive campus and graduating global citizens equipped to thrive in a multicultural and interdependent world, we recognize the need to have a systemic approach to building intercultural competence, a common language for our inclusion discussions and work and a team of qualified in house educators, 'experts' and facilitators that both represent AND can speak to various campus stakeholders. The certification program addresses all of these needs.

The program comprises 25 hours of training provided in 2 hour modules. The program is open to all interested members of the Champlain community (faculty, administrators and staff) who are willing to commit to their own development and are willing to assist in the development of others on campus. It is an incredible investment of time, but it will time well spent as you become part of an engaged community of action with a common framework, develop further on your personal intercultural journey and become better equipped to move the college towards its diversity and inclusion goals.

The website URL where information about the trainings and activities are available:
http://www.champlain.edu/about-champlain/diversity-and-inclusion/information-for-faculty-and-staff/intercultural-u
Student Training Opportunities

Responsible Party

Jen Sweeney
Director
LEAD

Submission Note:

Student leaders (Res Assistants, Peer Advisors) also get significant cultural competency trainings.

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:

LEAD 102: ENGAGED CITIZEN REQUIREMENT

Through our LEAD program, students are required to participate in an activity that promotes community building, as well as any required follow-up, by the middle of their second semester (prior to registration for third-semester courses). A list of many current, pre-approved programs and activities is available and continually updated, from which students may choose. For a current list click here:

http://www.champlain.edu/LEAD-Citizen

- Some of these offerings include cultural competence trainings.

The website URL where information about the trainings and activities are available:

http://www.champlain.edu/LEAD-Citizen
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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

- Sustainable Compensation
- Employee Satisfaction Evaluation
- Staff Professional Development in Sustainability
- Sustainability in New Employee Orientation
- Employee Sustainability Educators Program
- Childcare
- Employee Wellness Program
- Socially Responsible Retirement Plan
**Sustainable Compensation**

**Criteria**

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the 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.
Employee Satisfaction Evaluation

Responsible Party

Mary M. Lee
Associate VP
Human Resources & Organizational Development

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

We are going to host the survey again in March 2014.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

Every 2-3 years we participate in the Modern Think survey - which all employees are invited to fill out.

http://www.modernthink.com/mtweb/page.html?code=home

The Staff Welfare and the Faculty Welfare committees, working together with our Human Resources Department, are then charged with coming up with proposals for addressing any concerns raised in the survey results.

The year the employee satisfaction evaluation was last administered:

2011

The website URL where information about the institution’s employee satisfaction evaluation process is available:

---
Staff Professional Development in Sustainability

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

Taking a year off in 2013-2014.

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:

Yes

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

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

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

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

The website URL where information about staff training opportunities in sustainability are available:
Sustainability in New Employee Orientation

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

The Sustainability Director is given a 15 minute segment in each month's orientation day for new employees.

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability 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 was marked as Not Pursuing so Reporting Fields will not be displayed.
Childcare

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

Responsible Party

Mary M. Lee
Associate VP
Human Resources & Organizational Development

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:
The Wellness Committee at Champlain College works to create a culture of wellbeing wherein all employees are encouraged to participate in diverse and holistic activities that engage, excite, and empower individuals to discover paths to wellbeing. Our goal is to provide the resources, programs and community that will induce employees to be stewards of their physical, social and spiritual wellbeing while improving their overall health.

The program has weekly options for yoga, personal training, running club, strength and tone classes as well as body resolution classes.

The website URL where information about the program, policy, or practice is available:
http://www.champlain.edu/faculty-and-staff/human-resources/wellbeing
Socially Responsible Retirement Plan

Responsible Party

Mary M. Lee
Associate VP
Human Resources & Organizational Development

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

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

Yes

A brief description of the socially responsible investment option for retirement plans:

In both the TIAA-CREF and Newport Group IRA options there are socially-responsible mutual funds as a choice.

The website URL where information about the program, policy, or practice is available:

http://www.champlain.edu/faculty-and-staff/human-resources/benefits/retirement-403b
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.

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Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

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

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

The website URL where information about the fund is available:

Sustainable Investment Policy

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

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

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

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

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration on Sustainability

Responsible Party

Christina Erickson
Sustainability Director
Campus Planning

Criteria

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

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

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

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

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

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

AASHE and the Vermont Campus Sustainability Network

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

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

**The website URL where information about cross-campus collaboration is available:**
http://www.vtgreencampus.org/
Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Institution does not offer continuing education or community education programs.
Community Service Participation

Responsible Party

Maggie Melvin
Assistant Director
Community Service & Civic Engagement

Criteria

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

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

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

The number of students engaged in community service:
349

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
2,000

The website URL where information about the institution’s community service initiatives is available:
Community Service Hours

Responsible Party

Maggie Melvin
Assistant Director
Community Service & Civic Engagement

Criteria

Institution engages students in community service, as measured by 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:

Center is still confirming the total number of hours.

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

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

---

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

2,000

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

Sustainability Policy Advocacy

Criteria

Institution advocates for federal, state, 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 was marked as Not Pursuing so Reporting Fields will not be displayed.
Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Community Service on Transcripts

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

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

*Institution is located in an area that is served by an existing farmers' market.*
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.

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<td>Innovation 4</td>
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</table>
Innovation 1

Responsible Party

Kristin Wolf
Assistant Professor
Core Division

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

The Champlain Apiary was established in the Spring of 2013 to provide experiential learning opportunities for our students and community members and to support the college’s commitment to sustainability.

This living laboratory gives us a window into the fascinating lives of a uniquely social organism that teaches us about the intricacies of group decision-making, communication and community.
In addition to experiencing the bees through their biology and role in the ecosystem, bee products (honey, wax, pollen, propolis, even the bees themselves) provide a unique opportunity for students in business and marketing to create a profitable endeavor out of the apiary. The honey produced by our bees is bottled and marketed by our students, and all proceeds benefit the educational mission and material support of the apiary.

At a time when feral and managed bee populations are in decline, our bees benefit Champlain's campus and the surrounding landscape through the pollination services they provide.

A letter of affirmation from an individual with relevant expertise:

---

The website URL where information about the innovation is available:

Innovation 2

Responsible Party

Ann DeMarle
Director
Emergent Media Center

Criteria

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

---

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

A brief description of the innovative policy, practice, program, or outcome:

Emergent Media Center

The Emergent Media Center is an academic Center of Excellence at Champlain College that, in partnership with industry, public institutions and nonprofits, creates a laboratory/studio environment in which students collaborate with each other, faculty and clients to develop new concepts, processes, uses and applications for games and other emergent media.
We are a blend of business and learning. We are always evolving with technology, media, culture, community, and our students. We are a positive force in the world that does well by doing good. We enable Champlain students to become thoughtful leaders in areas of technology, media and learning. We help define the future of immersive mediums and technologies.

For example, the game "Breakaway" In partnership with the Population Media Center and at the request of the United Nations Population Fund (UNFPA), the Emergent Media Center has designed and created a game to address the issue of violence against women (VAW). The goal of this undertaking is to bring the changing world of electronic media to bear on the public health and human rights crises impacting women. Students, faculty and staff have conducted research and testing in South Africa and St. Lucia, as well as within New England.

http://www.champlain.edu/x7598.xml#slide=38

A letter of affirmation from an individual with relevant expertise:

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The website URL where information about the innovation is available:

Innovation 3

---

**Responsible Party**

Linda Wheeler  
Senior Director  
Auxiliary Services

---

**Criteria**

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

---

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

---

**A brief description of the innovative policy, practice, program, or outcome:**

Power of 3 purchasing program: Recycled content toilet paper and paper towels used throughout campus, as part of the Power of Three Closed Loop Paper Recycling program.

A letter of affirmation from an individual with relevant expertise:

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The website URL where information about the innovation is available:

Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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</table>
New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

**Criteria**

Institution provides education about eco-positive food and gardening techniques.

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

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware it provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Use by Type

Criteria

Institution reports its energy use by type.

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

Criteria

Institution provides details about its procurement efforts.

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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