Kenyon College

The following information was submitted through the STARS Reporting Tool.

Date Submitted:  Jan. 28, 2014
STARS Version:  1.2
# Table of Contents

**Education & Research**
- Co-Curricular Education 3
- Curriculum 23
- Research 40

**Operations**
- Buildings 49
- Climate 55
- Dining Services 62
- Energy 74
- Grounds 85
- Purchasing 92
- Transportation 102
- Waste 120
- Water 134

**Planning, Administration & Engagement**
- Coordination and Planning 145
- Diversity and Affordability 157
- Human Resources 168
- Investment 179
- Public Engagement 189

**Innovation**
- Innovation 200

**Supplemental**
- Supplemental Data 205

---

*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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sustainability Educators Program</td>
</tr>
<tr>
<td>Student Sustainability Outreach Campaign</td>
</tr>
<tr>
<td>Sustainability in New Student Orientation</td>
</tr>
<tr>
<td>Sustainability Outreach and Publications</td>
</tr>
<tr>
<td>Student Group</td>
</tr>
<tr>
<td>Organic Garden</td>
</tr>
<tr>
<td>Model Room in a Residence Hall</td>
</tr>
<tr>
<td>Themed Housing</td>
</tr>
<tr>
<td>Sustainable Enterprise</td>
</tr>
<tr>
<td>Sustainability Events</td>
</tr>
<tr>
<td>Outdoors Program</td>
</tr>
<tr>
<td>Themed Semester or Year</td>
</tr>
</tbody>
</table>
Student Sustainability Educators Program

Criteria

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

• Selects or appoints students to serve as educators and formally designates the students as educators,
• 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: 
---

Program name (1st program):
---

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

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

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

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

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

---

Program name (3rd program):

---

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):

---

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

---

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

---

The website URL for 3rd program:

---

Program name (All other programs):

---

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

---

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

---

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

---

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

---

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

---

The website URL for all other programs:
Student Sustainability Outreach Campaign

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?:
---

The name of the campaign(s):
---

A brief description of the campaign(s):
---

A brief description of the measured positive impact(s) of the campaign(s):
---

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

Everett Neal
Sustainability Director
Maintenance

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:

Students are given a green living guide at orientation and trained to use the HVAC in their residence

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

---
Sustainability Outreach and Publications

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:
Project and efforts are listed on the site

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
http://www.kenyon.edu/about-kenyon/sustainability/

Does the institution have a sustainability newsletter?:

---
Yes

A brief description of the sustainability newsletter:
A student intern produces the sustainability newsletter.

The website URL for the sustainability newsletter:
http://www.kenyonkey.com/

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

A brief description of the vehicle to publish and disseminate student research on sustainability:
Sustainability research is listed on the Sustainability web site

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.kenyon.edu/x52792.xml

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

A brief description of building signage that highlights green building features:
LEED items are listed.

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:
The signs are posted in the dining hall and a flat screen has loop video running.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://rurallife.kenyon.edu/
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:
---

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
---

Does the institution have a sustainability walking map or tour?:
No

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

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?:
No

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

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

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:
We have a green living guide.

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

---

The 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):

No

A brief description of this material:

---

The website URL for this material:

---

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

No

A brief description of this material:

---

The website URL for this material:

---

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

No

A brief description of this material:

---

The website URL for this material:
Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No

A brief description of this material: 
---

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

A brief description of this material: 
---

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

A brief description of this material: 
---

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

A brief description of this material: 
---
The website URL for this material:

---

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

No

A brief description of this material:

---

The website URL for this material:

---
Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:
ECO, PEAs

List up to 4 notable recent activities or accomplishments of student group(s):
Energy contest, trash days, and organic garden that uses compost from food waste. Electronic recycle day.

List other student groups that address sustainability:
---

The website URL where information about student group(s) is available:
http://www.kenyon.edu/about-kenyon/sustainability/
Organic Garden

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:
Students use compost made at our class II compost site to grow herbs that will be used in the kitchen for daily meals

The website URL where information about the garden is available:
http://www.kenyon.edu/about-kenyon/sustainability/
Model Room in a Residence Hall

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

No

A brief description of the model room:

---

The website URL where information about the model room in the residence hall is available:

---
Themed Housing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):

The Theme Housing program at Kenyon College provides a unique living experience that enables a group of students to live together and explore a common area of interest or theme. This group of students is self-directed and self-governed through the use of goal-setting and a house contract. Theme Houses range in style from apartments, houses, or suites and range in size from a few students to many. A strong sense of community, along with the opportunity to learn about and promote a common interest, makes the Theme Housing option very popular among Kenyon College students.

The website URL where information about the themed housing is available:


The total number of residents in themed housing. :

---
Sustainable Enterprise

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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?:
No

A brief description of the enterprise:
---

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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):

GLCA events are held each year.

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

---
Outdoors Program

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

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:
The BFEC offers programs throughout the year that are free and open to the public. In 2008, 3,000 people attended 88 BFEC programs and events. Programs include explorations of the many habitats found within our 400 acre preserve, including our Wildlife Garden, prairie, forests, streams, and wetlands. Seasonal topics may include migrating birds or bald eagle watches, frog habitats and the sounds of spring, wildflower hikes, star gazing and creek walks.

The website URL where information about the program is available:
http://bfec.kenyon.edu/welcomeset1.htm
Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

No

A brief description of the themed semester, year, or first-year experience:

---

The sustainability-related book that was chosen, if applicable:

---

The website URL where information about the theme is available:

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

### Credit

- Sustainability Course Identification
- Sustainability-Focused Courses
- Sustainability-Related Courses
- Sustainability Courses by Department
- Sustainability Learning Outcomes
- Undergraduate Program in Sustainability
- Graduate Program in Sustainability
- Sustainability Immersive Experience
- Sustainability Literacy Assessment
- Incentives for Developing Sustainability Courses
Sustainability Course Identification

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

Has the institution developed a definition of sustainability in the curriculum?:
Yes

A copy of the institution's definition of sustainability in the curriculum?:

Campus Sustainability Data Collector | AASHE
Sustainability courses concentrate on the concepts of social, economic, and environmental dimensions.

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**

No

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

Each of the courses addresses themes relevant to sustainability. In some cases, sustainability is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions, as well as instructors, may be found in the listings for each department or program. For additional information, please contact the faculty member involved.

**Does the institution make its sustainability course inventory publicly available online?:**

Yes

**The website URL where the sustainability course inventory is posted:**

http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/special-academic-initiatives-sustainability/
Sustainability-Focused Courses

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

The number of sustainability-focused courses offered:

17

The total number of courses offered:

17

Number of years covered by the data:

Two

A list of sustainability-focused courses offered:

ANTH 320 Anthropology of Food
Credit: .5 unit
Through cross-cultural comparisons, this course addresses the ways in which humans obtain food and specifically examines industrial and alternative foodstreams.

ANTH 324 Biocultural Adaptations
Credit: .5 unit
This course examines the human biology of living populations and provides a deeper understanding of the biological and cultural factors affecting the health and survival of human groups around the world.

BIOL 228 Ecology
Credit: .5 unit
The ecological systems that underlie the study of sustainability are the focus of the course.

BIOL 229 Ecology Laboratory
Credit: .25 unit
This course provides direct experience with diverse groups of organisms and the methods used to learn about them.

**BIOL 251 Marine Biology**  
Credit: .5 unit  
Oceans influence climate, and at the same time climate and human actions strongly influence the ecological communities of ocean habitats. Can oceans sustainably provide needed resources for humans?

**BIOL 352 Aquatic Systems Biology**  
Credit: .5 unit  
Fresh water is a relatively scarce resource that is limited in its quality and quantity in many parts of the world. A theme of this course is the sustainable use of water to support both freshwater ecosystems and human societies.

**BIOL 353 Aquatic Systems Laboratory**  
Credit: .25 unit  
This is a field-based, aquatic ecology class designed to explore a diversity of local ecosystems and their physical, chemical, and biological characteristics, including their biodiversity.

**CHEM 108 Solar Energy**  
Credit: .5 unit  
The exigencies of oil depletion, global warming, and unsustainable growth in energy consumption drive our exploration of several methods of harvesting and harnessing solar energy to replace fossil fuels.

**CHEM 125 Nanoscience and Materials Chemistry**  
Credit: .5 unit  
Chemical thermodynamics and kinetics, electrochemistry, and molecular orbital theory are used to explore sustainable energy systems such as fossil fuel alternatives, fuel cells, artificial photosynthesis, and photovoltaics.

**CHEM 373 Advanced Organic Chemistry Laboratory**  
Credit: .25 unit  
Catalysis, or enabling a transformation to occur more quickly and with lower energy input, is the focus of the first half of this course.

**ECON 336 Environmental Economics**  
Credit: .5 unit  
This course includes a unit on the economic approach to environmental sustainability and the implications this concept has globally, nationally, and locally.

**ENVS 112 Introduction to Environmental Studies**  
Credit: .5 unit  
The study of sustainability runs throughout this course, which provides an overview of the issues associated with human population growth and development.

**ENVS 253 Sustainable Agriculture**  
Credit: .5 unit  
The goal of this course is to introduce students to the principles of sustainable agriculture through field experiences on local farms and the study of current literature.

**ENVS 461 Seminar in Environmental Studies**  
Credit: .5 unit  
This capstone seminar employs a systems approach to the study of sustainability, its viability as a concept, and our progress in reaching the goal of living within the Earth's resources.
PSCI 363 Global Environmental Politics  
Credit: .5 unit  
This course seeks to identify and address many of the most pressing environmental challenges in today's world. Finding genuinely sustainable and participatory solutions to those challenges is a major goal of the course.

SOCY 234 Community  
Credit: .5 unit  
Students conduct field research on various aspects of Knox County rural life to develop public projects that enhance community sustainability.

SOCY 477Y, 478Y Fieldwork: Rural Life  
Credit: 1 unit  
Throughout this course we will investigate the factors affecting community sustainability and the importance of vital communities to our individual and collective well-being.

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

http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/special-academic-initiatives-sustainability/

A copy of the sustainability course inventory:

Sustainability Curriculum 6-1-12.rtf
Sustainability-Related Courses

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

The number of sustainability-related courses offered:

38

The total number of courses offered:

38

Number of years covered by the data:

One

A list of sustainability-related courses offered:

Each of the courses below addresses themes relevant to sustainability. In some cases, sustainability is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions, as well as instructors, may be found in the listings for each department or program. For additional information, please contact the faculty member involved.

ANTH 320 Anthropology of Food
Credit: .5 unit
Through cross-cultural comparisons, this course addresses the ways in which humans obtain food and specifically examines industrial and alternative foodstreams.

ANTH 324 Biocultural Adaptations
Credit: .5 unit
This course examines the human biology of living populations and provides a deeper understanding of the biological and cultural factors affecting the health and survival of human groups around the world.
BIOL 228 Ecology  
Credit: .5 unit  
The ecological systems that underlie the study of sustainability are the focus of the course.

BIOL 229 Ecology Laboratory  
Credit: .25 unit  
This course provides direct experience with diverse groups of organisms and the methods used to learn about them.

BIOL 251 Marine Biology  
Credit: .5 unit  
Oceans influence climate, and at the same time climate and human actions strongly influence the ecological communities of ocean habitats. Can oceans sustainably provide needed resources for humans?

BIOL 352 Aquatic Systems Biology  
Credit: .5 unit  
Fresh water is a relatively scarce resource that is limited in its quality and quantity in many parts of the world. A theme of this course is the sustainable use of water to support both freshwater ecosystems and human societies.

BIOL 353 Aquatic Systems Laboratory  
Credit: .25 unit  
This is a field-based, aquatic ecology class designed to explore a diversity of local ecosystems and their physical, chemical, and biological characteristics, including their biodiversity.

CHEM 108 Solar Energy  
Credit: .5 unit  
The exigencies of oil depletion, global warming, and unsustainable growth in energy consumption drive our exploration of several methods of harvesting and harnessing solar energy to replace fossil fuels.

CHEM 125 Nanoscience and Materials Chemistry  
Credit: .5 unit  
Chemical thermodynamics and kinetics, electrochemistry, and molecular orbital theory are used to explore sustainable energy systems such as fossil fuel alternatives, fuel cells, artificial photosynthesis, and photovoltaics.

CHEM 373 Advanced Organic Chemistry Laboratory  
Credit: .25 unit  
Catalysis, or enabling a transformation to occur more quickly and with lower energy input, is the focus of the first half of this course.

ECON 336 Environmental Economics  
Credit: .5 unit  
This course includes a unit on the economic approach to environmental sustainability and the implications this concept has globally, nationally, and locally.

ENVS 112 Introduction to Environmental Studies  
Credit: .5 unit  
The study of sustainability runs throughout this course, which provides an overview of the issues associated with human population growth and development.

ENVS 253 Sustainable Agriculture  
Credit: .5 unit  
The goal of this course is to introduce students to the principles of sustainable agriculture through field experiences on local farms and the
study of current literature.

ENVS 461 Seminar in Environmental Studies  
Credit: .5 unit  
This capstone seminar employs a systems approach to the study of sustainability, its viability as a concept, and our progress in reaching the goal of living within the Earth's resources.

PSCI 363 Global Environmental Politics  
Credit: .5 unit  
This course seeks to identify and address many of the most pressing environmental challenges in today's world. Finding genuinely sustainable and participatory solutions to those challenges is a major goal of the course.

SOCY 234 Community  
Credit: .5 unit  
Students conduct field research on various aspects of Knox County rural life to develop public projects that enhance community sustainability.

SOCY 477Y, 478Y Fieldwork: Rural Life  
Credit: 1 unit  
Throughout this course we will investigate the factors affecting community sustainability and the importance of vital communities to our individual and collective well-being.

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:  
http://www.kenyon.edu/x10491.xml

A copy of the sustainability course inventory:  
Environmental Studies 6-1-12.rtf
# Sustainability Courses by Department

## Responsible Party

Everett Neal  
Sustainability Director  
Maintenance

---

### 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:

6

### The total number of departments that offer courses:

6

### A list of departments that offer sustainability courses:

- ANTH 111: Introduction to Biological Anthropology
- ANTH 320: Anthropology of Food
- ANTH 324: Biocultural Adaptations
- ANTH 333: Seeds, Settlements, and Standing Stones: The Neolithic in Western Asia and Europe
- BIOL 106: Conservation Biology
- BIOL 228: Ecology
- BIOL 229: Ecology Laboratory
- BIOL 251: Marine Biology
- BIOL 321: Developmental Biology
- BIOL 352: Aquatic Systems Biology
- BIOL 353: Aquatic Systems Lab
- CHEM 108: Solar Energy
- CHEM 110: Environmental Chemistry
- CHEM 121: Introductory Chemistry
- CHEM 122: Chemical Principles
- CHEM 231: Organic Chemistry I
- CHEM 232: Organic Chemistry II
- CHEM 233: Organic Chemistry Lab I
- CHEM 234: Organic Chemistry Lab II
- CHEM 341: Instrumental Analysis
- ECON 101: Principles of Microeconomics
- ECON 336: Environmental Economics
ECON 342: Economics of Regulation
ECON 347: Economics of the Public Sector
PHIL 110: Introduction to Ethics
PHIL 115: Practical Issues in Ethics
PHYS 108: Geology
PSCI 361: Globalization
PSCI 363: Global Environmental Politics
PSCI 480: Science and Politics
RLST 481: Religion and Nature
SOCY 233: Sociology of Food

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

---

A copy of the sustainability course inventory:

Environmental Studies 6-1-12.rtf
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.

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

The number of graduates covered by the sustainability learning outcomes:
---

Total number of graduates:
---

A list of degree programs that have sustainability learning outcomes:
---

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:
---

A copy of the sustainability course inventory:
---

A list or sample of the sustainability learning outcomes associated with the degree programs:
---
Undergraduate Program in Sustainability

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.

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

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

No

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

---

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

---

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.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:
No

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

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

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

The website URL for the program (2nd program):
---

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

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

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

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

Does the institution offer a program that meets the criteria for this credit?:
---

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

The website URL where information about the immersive experience is available:
---
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.

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

Has the institution conducted a sustainability literacy assessment?:
---

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:
---

A copy of the questions included in the sustainability literacy assessment:
---

A copy of the questions included in the sustainability literacy assessment:
---

A brief description of how the assessment was developed:
---

A brief description of how the assessment was administered:
---

A brief summary of results from the assessment:
---

The website URL where information about the literacy assessment is available:
---
Incentives for Developing Sustainability Courses

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program 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, noncredit, 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?:

---

A brief description of the program(s):

---

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

---

The website URL where information about the program is available:

---
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.

**Credit**

<table>
<thead>
<tr>
<th>Sustainability Research Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Departments Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Sustainability Research Incentives</td>
</tr>
<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
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.

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

Has the institution developed a definition of sustainability research?:
---

A copy of the institution's definition of sustainability research:
---

Has the institution identified its sustainability research activities and initiatives?:
---

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

Does the institution make its sustainability research inventory publicly available online?:
---

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
---
Faculty Engaged in Sustainability Research

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

The number of faculty members engaged in sustainability research:
---

The total number of faculty members engaged in research:
---

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

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
---

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

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:
---

The website URL where information about sustainability research is available:
---
Departments Engaged in Sustainability Research

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

The total number of academic departments that conduct research:
---

The number of academic departments in which at least one faculty member engages in sustainability research:
---

A list of academic departments in which at least one faculty member engages in sustainability research:
---

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
---
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.

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

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

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

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

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

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

The website URL where information about the faculty research program is available:
Interdisciplinary Research in Tenure and Promotion

**Responsible Party**

Everett Neal  
Sustainability Director  
Maintenance

**Criteria**

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

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

**Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:**

---

**A brief description or a copy of the institution’s policy regarding interdisciplinary research:**

---

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

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsibility Party

Everett Neal
Sustainability Director
Maintenance

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":

1,600,000 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:

1,400,000 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:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
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:**
Green Housekeeping Policy.5-21-12doc.doc

**The date(s) the policies or guidelines were adopted:**
2009

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

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

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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":
195,000 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
70,661 Square Feet

New building space that is LEED Certified :
0 Square Feet

New building space that is LEED Silver certified:
74,530 Square Feet

New building space that is LEED Gold certified :
48,875 Square Feet
New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.kenyon.edu/x42449.xml

An electronic copy of the guidelines or policies:
Green Housekeeping Policy.5-21-12doc.doc

The date(s) the policies or guidelines were adopted:
1-2009

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

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:
Gund Gallery, Studio Art Building, NCH

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

1,450,000 Square Feet

Total occupied building space:

1,600,000 Square Feet

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

HVAC filters are on PM schedules. We do only low VOC paints and glues. We have a green house keeping plan.

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
</tr>
<tr>
<td>Air Travel Emissions</td>
</tr>
<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
Responsibility Party

Everett Neal
Sustainability Director
Maintenance

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:
http://www.kenyon.edu/sustainability.xml

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?:
No
Does the inventory include emissions from solid waste disposal?:
Yes

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

If yes, please specify:
---

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

If yes, please specify:
---

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

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:
---

Off-site, institution-catalyzed carbon offsets generated, 2005:
---

Third-party verified carbon offsets purchased, 2005:
---

On-campus residents, 2005:
---

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

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

Scope 1 and 2 gross GHG emissions, performance year:
---

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

Carbon offsets purchased, performance year:
---
List the start and end dates of the GHG emissions performance year:
---

On-campus residents, performance year:
---

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

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

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

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:
---

A brief description of the policies and/or programs:
---

The website URL where information about the policies and/or programs is available:
---
Local Offsets Program

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:
Yes

A brief description of the program:
We buy food and building supplies when possible within 500 miles from the college.

The website URL where information about the program is available:
http://www.kenyon.avifoodweb.com/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Trayless Dining</td>
</tr>
<tr>
<td>Vegan Dining</td>
</tr>
<tr>
<td>Trans-Fats</td>
</tr>
<tr>
<td>Guidelines for Franchisees</td>
</tr>
<tr>
<td>Pre-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Post-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Food Donation</td>
</tr>
<tr>
<td>Recycled Content Napkins</td>
</tr>
<tr>
<td>Reusable Container Discounts</td>
</tr>
<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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..

"---" 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):
51

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

Kenyon’s local food purchasing is directly managed by the foodservice sustainability director and full-time assistant who cultivate and coordinate relationships with over 60 vendors: 48% of the food is delivered by the producer and 16% by distributor while direct pick up comprises 36%. Local (less than 50 miles) processors harvest and fabricate locally raised beef and pork purchased directly from farmers and comprises 100% of non-deli red meat. Contract growers supply local black beans, spinach, corn meal, oatmeal, potatoes, and apples throughout the school year.

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available:
http://rurallife.kenyon.edu/
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:

We are 100% trayless on the board plan except for a couple of disabled students

List the year the program was started:

Aug. 19, 2011

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

99.90

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

99.90

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

1

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

98

The website URL where information about the program is available:

---
Vegan Dining

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

A brief description of the vegan dining program:
Vegan food is available at each meal.

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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 use any oil that contains trans-fats

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

---
Guidelines for Franchisees

Responsioble Party

Everett Neal
Sustainability Director
Maintenance

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
No

A brief description of the guidelines for franchisees:
---

The website URL where information about the guidelines is available:
---
Pre-Consumer Food Waste Composting

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:
Pre-consumer food waste is taken to our Class II Compost site

The overall percentage of meals for which pre-consumer scraps are composted:
98

The percentage of meal plan meals for which pre-consumer scraps are composted:
98

The percentage of retail facility meals for which pre-consumer scraps are composted:
98

The percentage of conference meals for which pre-consumer scraps are composted:
98

The website URL where information about the composting program is available:
http://campaign.kenyon.edu/x2821
Asst. Sustainability Director

---

PostConsumer Food Waste Composting

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution have a postconsumer food waste composting program?:
Yes

A brief description of the postconsumer food waste composting program:

Postconsumer food waste is taken to our Class II Compost site

The percentage of overall meals for which postconsumer composting is available:
98

The percentage of meal plan meals for which postconsumer composting is available:
98

The percentage of retail facilities for which postconsumer composting is available:
98

The percentage of conference meals for which postconsumer composting is available:
98

The website URL where information about the composting program is available:
http://campaign.kenyon.edu/x2821
Food Donation

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

Food and box lunches are donated at extended breaks to local relief organizations.

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Everett Neal
Sustainability Director
Maintenance

---" 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:
All napkins used in dining service operations are recycled content napkins

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:

No

A brief description of the reusable mug program:

---

Amount of the discount offered for using reusable mugs:

---

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

---

The website URL where information about the reusable mug discount program is available:

---
Reusable To-Go Containers

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:

No

A brief description of the reusable to-go container program:

---

The website URL where information about the reusable to-go container program is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
<tr>
<td>Timers for Temperature Control</td>
</tr>
<tr>
<td>Lighting Sensors</td>
</tr>
<tr>
<td>LED Lighting</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
</tr>
<tr>
<td>Energy Management System</td>
</tr>
<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

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

Total building energy consumption, 2005:
261,885 MMBtu

Building space, 2005:
1,700,000 Gross Square Feet

Total building energy consumption, performance year:
220,260 MMBtu

Building space, performance year:
1,400,000 Gross Square Feet

List the start and end dates of the energy consumption performance year:
1-12 12-12
Clean and Renewable Energy

Responsibility Party

Everett Neal
Sustainability Director
Maintenance

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 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

"---" 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:
---

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

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:
---

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:
---

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

Total energy consumed during the performance year:
---

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

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

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

---

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

---
Timers for Temperature Control

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:

We have BAS controlling time schedules and night setbacks

The percentage of building space (square footage) with timers for temperature control:
1,300,000

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

The KAC has motion sensors installed in it to reduce energy use. It is 265,000 sf building. Gund Galley also has motion detectors for lighting control. The SAB also has motion detectors for lighting control.

The percentage of building space with lighting sensors:

98

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

---
LED Lighting

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:

We have LED interior fixture and exterior fixtures installed.

The percentage of building space with LED lighting:

2

The percentage of parking deck space with LED lighting:

2

The percentage of outdoor space that uses LED lighting:

2

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

96

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

---
Vending Machine Sensors

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Has the institution installed vending machine motion sensors for at least one vending machine?:
Yes

A brief description of the technology used:
We installed motion sensors on all of our vending machines with the exception of the sandwich machines.

The percentage of vending machines with sensors:
99

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

Are building have State-of the Art BAS controlling energy consumption.

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

92

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

Pumps, Air handlers, lights, exhaust fans, and night setbacks.

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

---
Energy Metering

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

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 have sub-meters and primary meters measuring steam, water, natural gas, and electricity.

The percentage of building space with energy metering:
99

The website URL where information about the metering system is available:
http://www.kenyonkey.com/
### 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Pest Management</td>
</tr>
<tr>
<td>Native Plants</td>
</tr>
<tr>
<td>Wildlife Habitat</td>
</tr>
<tr>
<td>Tree Campus USA</td>
</tr>
<tr>
<td>Snow and Ice Removal</td>
</tr>
<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

1,100 Acres

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

450 Acres

A brief description of the IPM plan(s):

Kenyon’s integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management that hinges on a combination of common-sense practices. We use comprehensive information on the life cycles of pests and their interaction with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.

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

---
Native Plants

---

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

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

Plant species used on Kenyon College’s campus will be primarily native trees. The college may use native or exotic species that have been screened for adaptability to physical conditions and serviceability, to meeting planting needs based on site orientation, drainage, soil condition, use, etc. Where the best plant native/exotic shall be selected for a given site, which will be primarily “native trees”. Trees to be used on campus must be preselected at the farm or nursery for good quality and tagged. Only trees of 2"-2 ½” minimum caliper and maximum of 8"-8½” caliper will be planted.

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

http://www.kenyonkey.com/
Wildlife Habitat

Responsible Party

Everett Neal  
Sustainability Director  
Maintenance

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:  
Yes

A brief description of the wildlife habitat program, policy, or practice:

Woodlands are protected to provide wildlife habitat.

The Brown Family Environmental Center has land set aside as a wildlife sanctuary.

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

http://bfec.kenyon.edu/welcomeset1.htm
Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

A brief description of the institution's Tree Campus USA program:

The Arbor Day Foundation has recognized Kenyon College as a Tree Campus USA. The honor is achieved by meeting foundation standards for sustainable campus forestry, including a tree-advisory committee, a campus tree-care plan, dedicated spending on the tree program, sponsorship of student service-learning projects, and observance of Arbor Day.

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

http://www.kenyonkey.com/
Snow and Ice Removal

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:

Members of the grounds crew & custodial crews exercise measures to minimize use of salt and chemical products in order to preserve soil integrity and prevent damage to the walking surfaces.

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

---
Landscape Waste Composting

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:

We operate a Class II compost center, all our pre and post food wastes is turned into compost. We use the grass clippings and bush as a bulking agent for the compost.

The percentage of landscape waste that is mulched or composted onsite:
95

The percentage of landscape waste that is mulched or composted off-site:
0

The website URL where information about the program, policy, or practice is available:
http://www.kenyon.edu/x57555.xml
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Vendor Code of Conduct</td>
</tr>
<tr>
<td>Historically Underutilized Businesses</td>
</tr>
<tr>
<td>Local Businesses</td>
</tr>
</tbody>
</table>
Computer Purchasing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:
https://lbis.kenyon.edu/

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
All ordering is done by one department

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

Everett Neal
Sustainability Director
Maintenance

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:
http://www.kenyon.edu/about-kenyon/sustainability/

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

All supplies are ordered by one person. (Storeroom Manager)

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

Everett Neal
Sustainability Director
Maintenance

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.

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

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:
https://lbis.kenyon.edu/

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

Paper purchasing is centralized to on office.

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

Expenditures on 10-29 percent recycled-content office paper:
---

Expenditures on 30-49 percent recycled-content office paper:
---
Expenditures on 50-69 percent recycled-content office paper :
---

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

Expenditures on 90-100 percent recycled-content office paper :
---

Total expenditures on office paper :
---
Vendor Code of Conduct

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

Does the institution have and act 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?:

No

The website URL where the vendor code of conduct or equivalent policy is posted :

---

A copy of the vendor code of conduct or equivalent policy:

---

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

---
Historically Underutilized Businesses

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

---

A brief description of how the institution meets the criteria:

---

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

---
Local Businesses

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.

Yes

A brief description of the program:

We spend 43% of the food budget on locally grown foods.

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

http://rurallife.kenyon.edu/projects_family_farming.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Bicycle Sharing</td>
</tr>
<tr>
<td>Facilities for Bicyclists</td>
</tr>
<tr>
<td>Bicycle and Pedestrian Plan</td>
</tr>
<tr>
<td>Mass Transit Programs</td>
</tr>
<tr>
<td>Condensed Work Week</td>
</tr>
<tr>
<td>Telecommuting</td>
</tr>
<tr>
<td>Carpool/Vanpool Matching</td>
</tr>
<tr>
<td>Cash-out of Parking</td>
</tr>
<tr>
<td>Carpool Discount</td>
</tr>
<tr>
<td>Local Housing</td>
</tr>
<tr>
<td>Prohibiting Idling</td>
</tr>
<tr>
<td>Car Sharing</td>
</tr>
</tbody>
</table>
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.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
4

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet:
0

Plug-in hybrid vehicles in the institution’s fleet:
0

100 percent electric vehicles in the institution’s fleet:
2

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
2

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
69
Student Commute Modal Split

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
98

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:
2

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 :
97

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

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation :
1

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

The website URL where information about alternative transportation is available:
---
Employee Commute Modal Split

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
90

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:
10

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:
25

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
2

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

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
2

The website URL where information about alternative transportation is available:
---
Bicycle Sharing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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.):
36 Bikes are available to use or rent on campus.

The website URL where information about the program, policy, or practice is available:
---
Facilities for Bicyclists

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:

We have bike shelters, bike racks and shower/locker facilities.

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

---
Bicycle and Pedestrian Plan

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:

Bicycle storage is included in all our new buildings.

The website URL where information about the plan is available:
---
Mass Transit Programs

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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?:

No

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

---

The website URL where information about the program is available:

---
Condensed Work Week

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

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:

Employees may work a condensed work week in the summer.

The website URL where information about the program is available:

http://www.kenyon.edu/directories/offices-services/human-resources/employee-handbooks/administration-and-staff-handbook/work-schedule/
Telecommuting

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution offer a telecommute program for employees?:
No

A brief description of the program:
---

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution participate in a carpool/vanpool matching program?:
No

A brief description of the program:
---

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

No

A brief description of the program:

---

The website URL where information about the program is available:

---
Carpool Discount

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:
---

The website URL where information about the program is available:
---
Local Housing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs:

Exempt Employee's purchasing a home with-in 10 miles from campus is eligible to request the college back the mortgage.

The website URL where information about the incentives or programs is available:

---
Prohibiting Idling

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

There is a no idling policy for fleet vehicles

The website URL where information about the policy is available:
---
Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:
We have the U-Haul car sharing program in place.

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

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Reduction</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Electronic Waste Recycling Program</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>Materials Exchange</td>
</tr>
<tr>
<td>Limiting Printing</td>
</tr>
<tr>
<td>Materials Online</td>
</tr>
<tr>
<td>Chemical Reuse Inventory</td>
</tr>
<tr>
<td>Move-In Waste Reduction</td>
</tr>
<tr>
<td>Move-Out Waste Reduction</td>
</tr>
</tbody>
</table>
Waste Reduction

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

Weight of materials recycled, 2005 baseline year :
74 Tons

Weight of materials composted, 2005 baseline year :
98 Tons

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

Weight of materials recycled, performance year :
90 Tons

Weight of materials composted, performance year :
131 Tons

Weight of materials disposed as garbage, performance year :
128 Tons

List the start and end dates of the waste reduction performance year:
1-2013 12-2013

On-campus residents, 2005:
Campus Sustainability Data Collector | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005: 0

Non-residential/commuter part-time students, faculty, and staff members, 2005: 6

On-campus residents, performance year:
1,680

Non-residential/commuter full-time students, faculty, and staff members, performance year:
1,600

Non-residential/commuter part-time students, faculty, and staff members, performance year:
2,300

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
1-2013-12-2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
No

A brief description of the plan of action to achieve waste reduction goals:
---

The website URL where information about the institution’s waste reduction initiatives is available:
---
Waste Diversion

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

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

215 Tons

Materials disposed in a solid waste landfill or incinerator:

415 Tons

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

Construction waste is recycled/ we have class II composting program.
Construction and Demolition Waste Diversion

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

280 Tons

Amount of construction and demolition materials landfilled or incinerated:

23 Tons

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

---
Electronic Waste Recycling Program

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

All electronic waste is sent out to be reused or recycled.

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

All electronic waste is sent out to reused or recycled.

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

We have a free store and waste is sent out to be reused.
The website URL where information about the e-waste recycling program is available:
---
Hazardous Waste Management

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

All waste is tracked/recorded and sent out for recycling.

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

Universal waste is sent to a recycle site.

The website URL where information about hazardous materials management is available:

---
Materials Exchange

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
No

A brief description of the program:
---

The website URL where information about the program is available:
---
Limiting Printing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution limit free printing for students in all computer labs and libraries?:
No

A brief description of how printing is limited:
---

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

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

No

A brief description of the practice:

---

The website URL where information about the practice is available:

---
Chemical Reuse Inventory

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:
All chemicals are in an electronic database.

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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 collect move-in surplus items and recycle them.

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

**Responsible Party**

Everett Neal  
Sustainability Director  
Maintenance

"---" 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:**

Move out waste is collected and sent to the free store and the interchurch.

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

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Consumption</td>
</tr>
<tr>
<td>Stormwater Management</td>
</tr>
<tr>
<td>Waterless Urinals</td>
</tr>
<tr>
<td>Building Water Metering</td>
</tr>
<tr>
<td>Non-Potable Water Usage</td>
</tr>
<tr>
<td>Xeriscaping</td>
</tr>
<tr>
<td>Weather-Informed Irrigation</td>
</tr>
</tbody>
</table>
Water Consumption

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

Water consumption, 2005 baseline year:
31,000,000 Gallons

Water consumption, performance year:
33,000,000 Gallons

List the start and end dates of the water consumption performance year:
1-13 12-13

On-campus residents, 2005:
1,580

Non-residential/commuter full-time students, faculty, and staff members, 2005:
500

Non-residential/commuter part-time students, faculty, and staff members, 2005:
23

On-campus residents, performance year:
1,680

Non-residential/commuter full-time students, faculty, and staff members, performance year:
600

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
1-12-12-13

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:

Water Conservation: We have installed a total of 1319 water conservation devices this year. We have also revived two old wells at the maintenance department. The wells provide the make-up water for the central steam plant.

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

We have installed rain gardens and pervious concrete in parking lots

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

---

Does the institution have a living or vegetated roof?:

No

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

---

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

It is installed in a parking lot.

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

We have installed rain garden retention ponds to handle storm water runoff.

Does the institution have stone swales?:

No

A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:
We use vegetated swales to manage storm water.

Does the institution employ any other technologies or strategies for stormwater management?:
No

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

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

We have waterless urinal installed in four building on campus.

The website URL where information about the technology is available:

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

A brief description of the water metering employed:
Building have water meters installed to track individual water use.

The percentage of building space with water metering:
99

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
The Brown Family Environmental Center uses rain water for irrigation.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources: 2

The percentage of building space using water from recovered, reclaimed or untreated sources: 0

The percentage of water used in utility plants from recovered, reclaimed or untreated sources: 0

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

Responsible Party
Everett Neal
Sustainability Director
Maintenance

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:
We use drought tolerant plants
to make our landscaping more sustainable.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Everett Neal
Sustainability Director
Maintenance

"---" 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:
Are irrigation system have senors to keep them from operating in the rain.

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Physical Campus Plan</td>
</tr>
<tr>
<td>Sustainability Plan</td>
</tr>
<tr>
<td>Climate Action Plan</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Everett Neal  
Sustainability Director  
Maintenance

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:

Statement of Sustainability

By adopting an environmental policy, Kenyon College hopes to address the needs of the coming years through introducing change at the individual and institutional levels. It is hoped that this policy will not only guide Kenyon's policy decisions but also reflect a way of life at Kenyon. Students at Kenyon College have always been among the best and the brightest in the nation, continually excelling in our studies and our careers after college. Environmental stewardship is the next step for Kenyon students to take and a vital area in which we should demonstrate leadership.

Our environmental policy is a broad-reaching statement modeled after those of private liberal arts colleges around the nation. We hope to make decisions that will continually show our care for the environment, the surrounding community, and future generations at this college and in the world at large.

Kenyon Statement of Sustainability

As a liberal arts college, Kenyon College recognizes that it has a responsibility to its students, the surrounding community, and future generations to make conscious decisions that reflect the changing nature of the environment. Kenyon understands that creating a sustainable campus as well as showing respect and care for the environment should be among the core values that guide our teaching, research, service, and administrative decisions.

Members of the committee, including affiliations:
The website URL where information about the sustainability committee is available:
http://www.kenyon.edu/about-kenyon/sustainability/

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
Sustainability office has a full time Director who is involved in projects, purchasing and utilities

The number of people employed in the sustainability office:
2

The website URL where information about the sustainability office is available:
http://www.kenyon.edu/about-kenyon/sustainability/
Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Everett Neal

Sustainability coordinator's position title:
Sustainability Director

A brief description of the sustainability coordinator’s position:
The Campus Sustainability Director:
• Advises the Campus Sustainability Committee
• Collaborates with students and student groups to promote sustainability on campus
• Conducts annual evaluations of Kenyon Sustainability progress
• Serves as a liaison between the college and other sustainability-themed organizations
• Assists departments and offices in the implementation of sustainability best-practices
• Explores ways to reduce the college’s consumption of resources and reduce its waste
• Acts as the College’s LEED AP
• Works with maintenance department to ensure energy efficient operations
• Procure all energy contracts
• Manage Energy and Water
• Manage OHSA, EPA, EHS compliance
• Track and measure environmental impact and including Carbon Footprint.
• Manage OHSA, EPA, compliance.
• Research emerging technologies and industry best practices
• Provide leadership and direction to managers and project teams to ensure successful implementation of the initiatives

The website URL where information about the sustainability coordinator is available:
http://www.kenyon.edu/about-kenyon/sustainability/
Strategic Plan

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

2,009

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:

As a liberal arts college, Kenyon College recognizes that it has a responsibility to its students, the surrounding community, and future generations to make conscious decisions that reflect the changing nature of the environment. Kenyon understands that creating a sustainable campus as well as showing respect and care for the environment should be among the core values that guide our teaching, research, service, and administrative decisions.

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:

The college supports a culture that promotes diversity, shared responsibility, and mutual respect.
Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:
The college Sustainability mission statement indicates the importance of utilizing its resources through efficient and effective resource utilization

The website URL where information about the strategic plan is available:
http://www.kenyon.edu/x42449.xml
Physical Campus Plan

Responsible Party

Everett Neal  
Sustainability Director  
Maintenance

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:

Kenyon is a walking campus, the master plan embraces sustainability, in operations and future building plans. Green space is preserved. The Master Plan is a set of guiding principles from which the Board of Trustees and the College’s administration will make decisions concerning the future development of the Kenyon campus. The principles underlying the development of the plan and the elements of the plan address sustainability at many levels.

The year the physical campus plan was developed or adopted:
2,005

The website URL where the physical campus plan is available:
http://www.kenyon.edu/x17336.xml
Sustainability Plan

Responsibility Party

Everett Neal
Sustainability Director
Maintenance

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:

The development of Kenyon’s Sustainability Plan came from the efforts of The Sustainability Council. The council is comprised of faculty, students, administrators and staff. The three priority areas are as follows: Resource Conservation, Greenhouse Gas Reduction, and Education & Community Engagement.

A brief description of the plan’s measurable goals:

The measurable goals will be tracked in the following areas: reduced energy consumption, increase sustainable food purchases, reduce and recycle food waste, encourage sustainability in the supply chain and procurement of purchased goods and services, and reduce solid waste on campus, and increase recycling.

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

We will compared set goals to actual numbers

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

http://www.kenyon.edu/x52792.xml
The year the plan was developed or last updated:
2,012
Climate Action Plan

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.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
---

A brief summary of the climate plan’s long-term goals:
---

A brief summary of the climate plan’s short-term goals:
---

Year the climate plan was formally adopted or approved:
---

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
---

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
---

The reduction level (percentage) institution has committed to:
---

The baseline year the institution used in its GHG emissions commitment:
---

The baseline emissions level institution used in its GHG emissions commitment:
---
The target year the institution specified in its GHG emissions commitment:
---

The website URL where information about the climate plan is available:
---
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.

Credit

Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities
Diversity and Equity Coordination

Responsibility Party

Everett Neal
Sustainability Director
Maintenance

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:

The Diversity Advisory Council advises College leadership (trustees and senior staff) on diversity at Kenyon and potential initiatives to enhance it. The Council serves as a forum for concerns, policy proposals, and plans for activities and programs related to diversity. The Council also advises persons and offices across the College on diversity matters brought to it or brought up in its own discussions. The Council invites the community to bring it concerns and questions related to general College policies and practices, but it does not hear grievances or complaints of a personal nature. Student success, as both a factor in diversity and a product of it, is a key focus for the Council.

Members of the committee, including job titles and affiliations:

The Provost, the Dean of Students, the Dean of Admissions and Financial Aid, and the Director of Equal Opportunity, membership may include anyone whose role includes direct responsibility for the achievement of a culture of diversity at the College, plus representatives of each division of the College, as needed to guarantee broad participation. Four student members are chosen by the Council at the suggestion of current members and Student Council. Membership should draw from as many faculty departments, collegiate offices, and areas of student life as possible. The Council is chaired by the Advisor to the President.

The website URL where information about the diversity and equity committee is available:
http://www.kenyon.edu/about-kenyon/diversity-at-kenyon/diversity-advisory-council/

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

A brief description of the diversity office:
Concerns about unlawful harassment brought by any member of the university community are addressed and brought to resolution if indicated. Training to all employees is to recognize and prevent discrimination in the workplace is integral to creating and sustaining a culture that extends equal opportunity for all to learn, work, and grow to their maximum potential.

The number of people employed in the diversity office:
2

The website URL where information about the diversity and equity office is available:
---

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

Diversity coordinator’s name:
Chris Kennerly

Diversity coordinator’s position title:
Director of Multicultural Affairs

A brief description of the diversity coordinator's position:
Supports underrepresented students through programing and advising

The website URL where information about the diversity and equity coordinator is available:
---
Measuring Campus Diversity Culture

Responsible Party

Robin Goodstein
Advisor to the President
President Office

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.

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):

Kenyon includes in both HERI surveys (faculty) and NSSE surveys (students) questions addressing attitudes toward diversity and campus climate.

Year the assessment was last administered:
2,012

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

The diversity dimensions of both surveys are examined by the Diversity Advisory Council, Senior Staff and other members of Kenyon's leadership as a tool for addressing areas of potential improvement in the climate of diversity at the College.

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

http://www.kenyon.edu/directories/offices-services/institutional-research/surveys/faculty-and-staff-surveys-and-results/
Support Programs for Underrepresented Groups

Responsible Party

Chris Kennelly
Associate Dean of Students: Director of Multicultural Affairs
Student

Criteria

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

"---" 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:

REACH - Peer Mentor Program for first-year students of color;
Kenyon Educational Enrichment Program - Retention program and Six week summer program for first-year students that include coursework for academic credit, ongoing workshops and academic advising for the all four years; Tutoring Services;
Unity House - LBGTQ resource and programming space

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

Marilyn Yarbrough Dissertation/Teaching Fellowship; Minority faculty lunch series sponsored by the Office of the Provost

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

Kenyon is in the process of completing a handbook for current and new staff from underrepresented groups

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

http://www.kenyon.edu/
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.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

Awareness training is used to increase diversity.

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

---
Affordability and Access Programs

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

Kenyon College meets 100% of the demonstrated need

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

---

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

---

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

Kenyon College meets 100% of the demonstrated need

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

---

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

---

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

---

A brief description of the institution’s other financial aid polices 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

Matthew Troutman
Assistant Director For Housing
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:

Open Housing, also sometimes called gender-neutral housing, is a practice that allows second-, third- and fourth-year College students the choice of living with other second-, third- and fourth-year College students, regardless of gender. The Office of Housing and Residential Life will not assign anyone to an opposite-sex roommate unless requested. There are specific residential locations designated with gender-neutral bathrooms.

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

Responsible Party

Jennifer Cabral
Director of Human Resources
Human Resources

"---" 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:
Cultural competence training is available

The website URL where information about the trainings and activities are available:
http://www.kenyon.edu/
Student Training Opportunities

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

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

A brief description of the cultural competence trainings and activities:
---

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Compensation</td>
</tr>
<tr>
<td>Employee Satisfaction Evaluation</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
</tr>
<tr>
<td>Sustainability in New Employee Orientation</td>
</tr>
<tr>
<td>Employee Sustainability Educators Program</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
</tr>
<tr>
<td>Socially Responsible Retirement Plan</td>
</tr>
</tbody>
</table>
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.

Submission Note:

Did not include students or contractors

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

Total number of employees working on campus (including contractors):
625

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
625

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Kenyon conducts annual salary surveys to ensure we are competitive with our peer schools in terms of salary and total compensation.
The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,012

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

http://www.kenyon.edu/x23175.xml
Employee Satisfaction Evaluation

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.

"---" 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?:

---

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

---

The year the employee satisfaction evaluation was last administered:

---

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

---
Staff Professional Development in Sustainability

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

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

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

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?:

---

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

---

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.

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

Total number of people employed by the institution:
---

Program name (1st program):
---

Number of employees served by the program (1st program):
---

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

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

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

The website URL where information about the program is available (1st program):
---

Program name (2nd program):
---

Number of employees served by the program (2nd program):
---

A brief description of how the employee educators are selected (2nd program):
A brief description of the formal training that the employee educators receive (2nd program): 

---

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

---

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

---

Program name(s) (all other programs): 

---

Number of employees served by the program(s) (all other programs): 

---

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

---

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

---

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

---

The website URL where information about the program(s) is available (all other programs): 

---
Childcare

Responsible Party
Jennifer Cabral
Director of Human Resources
Human Resources

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:
Yes

A brief description of the child care program, policy, or practice:
Gambier Childcare Center is located on campus. Kenyon subsidizes the cost by providing the building, utilities and upkeep. Kenyon employees receive a specified number of guaranteed slots with a 4% discount.

The website URL where information about the program, policy, or practice is available:
http://www.kenyon.edu/directories/offices-services/human-resources/benefits/health-insurance/preventative-care/
Employee Wellness Program

Responsible Party

Jennifer Cabral
Director of Human Resources
Human Resources

Submission Note:

Another URL describing our fitness offerings:

http://athletics.kenyon.edu/x21871.xml

"---" 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:

A full offering of wellness is included in our health plan. This includes many wellness related screenings and tests with low to 0 co-pay. In addition, employees have access to a full fitness facility with fitness assessment and regularly scheduled exercise classes at no cost.

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

http://www.kenyon.edu/directories/offices-services/human-resources/benefits/health-insurance/preventative-care/
Socially Responsible Retirement Plan

Responsible Party

Jennifer Cabral
Director of Human Resources
Human Resources

"---" 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:
Kenyon offers a number of investment choices through TIAA, our retirement plan vendor. One of the options is to select the Social Choice Account which meets this criteria.

The website URL where information about the program, policy, or practice is available:
http://www.tiaa-cref.org/public/about/how-we-invest/sri/social-screening/index.html
Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Shareholder Advocacy</td>
</tr>
<tr>
<td>Positive Sustainability Investments</td>
</tr>
<tr>
<td>Student-Managed Sustainable Investment Fund</td>
</tr>
<tr>
<td>Sustainable Investment Policy</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

---

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

---

Members of the CIR, including affiliations:

---

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

---
Shareholder Advocacy

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:
---

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
---

Has the institution conducted a negative screening of its entire investment pool within the last three years?:
---

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :
---
The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

---
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.

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

Total value of the investment pool:
---

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
---

Value of holdings in businesses selected for exemplary sustainability performances:
---

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
---

Value of holdings in community development financial institutions (CDFIs):
---

Value of holdings in socially responsible mutual funds with positive screens:
---

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

The website URL where information about the institution’s sustainability investment activities is available:
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?:

---

A brief description of the student-managed sustainable investment fund:

---

The website URL where information about the fund is available:

---
Sustainable Investment Policy

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

---

A brief description of the sustainable investment policy:

---

The website URL where information about the policy is available:

---
Investment Disclosure

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

---

A brief description of the institution’s investment disclosure practices:

---

The website URL where information about investment disclosure available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sustainability Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration on Sustainability</td>
</tr>
<tr>
<td>Sustainability in Continuing Education</td>
</tr>
<tr>
<td>Community Service Participation</td>
</tr>
<tr>
<td>Community Service Hours</td>
</tr>
<tr>
<td>Sustainability Policy Advocacy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Graduation Pledge</td>
</tr>
<tr>
<td>Community Service on Transcripts</td>
</tr>
<tr>
<td>Farmers' Market</td>
</tr>
</tbody>
</table>
Community Sustainability Partnerships

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?:
---

A brief description of the institution’s sustainability partnerships with the local community:
---

The website URL where information about sustainability partnerships is available:
---
Inter-Campus Collaboration on Sustainability

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:

GLCA conference presentations

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

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

We meet with the Ohio Five Colleges to network and spare information.

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

---
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.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
No

Number of sustainability continuing education courses offered:
---

Total number of continuing education courses offered:
---

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
---

A brief description of the certificate program:
---

Year the certificate program was created:
---

The website URL where information about sustainability in continuing education courses is available:
---
Community Service Participation

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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:
89

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
1,600

The website URL where information about the institution’s community service initiatives is available:
---
## Community Service Hours

### Responsible Party

**Everett Neal**

Sustainability Director

Maintenance

### 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.

---

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

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

1,340

### Total number of students, which may exclude part-time, continuing education and/or non-credit students:

1,600

### 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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

No

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

---

The website URL where information about the institution’s advocacy efforts are available:

---
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.

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

Is the institution a member of the Worker Rights Consortium?:
---

Is the institution a member of the Fair Labor Association?:
---

Has the institution expressed intention to participate in the Designated Suppliers Program?:
---

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
---
Graduation Pledge

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:
---

A brief description of the graduation pledge program:
---

The website URL where information about the graduation pledge program is available:
---
Community Service on Transcripts

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

Does the institution include community service achievements on student transcripts?:
No

A brief description of the practice:
---

The website URL where information about the practice is available:
---
Farmers' Market

Responsible Party

Everett Neal
Sustainability Director
Maintenance

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers' market:

Local farmers bring food to Center Path to sell to the campus community

The website URL where information about the market is available:
---
Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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:

---

A letter of affirmation from an individual with relevant expertise:

---

The website URL where information about the innovation is available:

---
Innovation 2

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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:

---

A letter of affirmation from an individual with relevant expertise:

---

The website URL where information about the innovation is available:

---
Innovation 3

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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:

---

A letter of affirmation from an individual with relevant expertise:

---

The website URL where information about the innovation is available:

---
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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:

---

A letter of affirmation from an individual with relevant expertise:

---

The website URL where information about the innovation is available:

---
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.

**Credit**

- New Student Orientation
- Food Education
- Food and Beverage Purchases
- Confinement-Free Food Purchases
- Vegetarian-Fed Food Purchases
- Hormone-Free Food Purchases
- Seafood Purchases
- Dishware
- Energy Initiatives
- Energy Use by Type
- Procurement
- Bike Sharing
- Water Initiatives
- Endowment
- Sustainability Staffing
New Student Orientation

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
Yes

Provide a brief description of the presentations, speakers or skits:
Students are given a Green Living Guide

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:
Yes

Provide a brief description of the presentations:
All LEED certified dorms initiatives are covered in presentations.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:
---

Provide a brief description of the activities:
---

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:
No
Provide a brief description of the efforts:

---

Does the institution incorporate sustainability into new student orientation in other ways?:

---

Provide a brief description:

---
Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
No

Provide a brief description:
---

Are students educated in dining facilities about how to make eco-positive food choices?:
---

Provide a brief description:
---

Are students educated during orientation about how to make eco-positive food choices?:
---

Provide a brief description:
---

Are students educated in other venues about how to make eco-positive food choices?:
---

Provide a brief description:
---

Is there a program by which students are encouraged to and/or taught how to grow their own food?:
---

Provide a brief description of the program:
---
Food and Beverage Purchases

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:

---

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:

54.50

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):

---

List items procured for dining services from on-campus organic garden(s):

Herbs

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):

---

List all Fair Trade certified items purchased:

Coffee
Confinement-Free Food Purchases

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:
chicken

Percentage purchased:
10

Comments:
---

Type of confinement-free product purchased (1st product):
Chicken

Percentage purchased (1st product):
10

Comments (1st product):
---

Type of confinement-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---
Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
---

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of vegetarian-fed product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---
Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
### Hormone-Free Food Purchases

**Responsible Party**

**Everett Neal**  
Sustainability Director  
Maintenance

#### Criteria

Institution provides details of its hormone-free animal product purchases.

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

<table>
<thead>
<tr>
<th>Type of hormone-free product purchased (1st product):</th>
<th>Beef</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage purchased (1st product):</td>
<td>98</td>
</tr>
<tr>
<td>Comments (1st product):</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of hormone-free product purchased (2nd product):</th>
<th>Chicken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage purchased (2nd product):</td>
<td>10</td>
</tr>
<tr>
<td>Comments (2nd product):</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of hormone-free product purchased (3rd product):</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage purchased (3rd product):</td>
<td>---</td>
</tr>
<tr>
<td>Comments (3rd product):</td>
<td>---</td>
</tr>
</tbody>
</table>
Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
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.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):
---

Percentage purchased (1st product):
---

Standard used (1st product):
---

Comments (1st product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):
---

Percentage purchased (2nd product):
---

Standard used (2nd product):
---

Comments (2nd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
---

Percentage purchased (3rd product):
---
Standard used (3rd product):
---

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
---

Percentage purchased (4th product):
---

Standard used (4th product):
---

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Criteria

Institution provides details of the dishware it provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations?:
---

Does the institution offer plastic dishware at its dining services locations?:
---

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
---

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
---

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
---

Does the institution offer other types of dishware at its dining services locations?:
---

Provide a brief description.: 
---
Energy Initiatives

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:

70

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:

30

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:

23

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:

5

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

---

The combined gross square footage of all buildings that are ENERGY STAR labeled:

---
The names of all buildings that are ENERGY STAR labeled:

---
Energy Use by Type

Responsibility Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.: 15

The percentage of total electricity use from wind.: 3

The percentage of total electricity use from biomass.: ---

The percentage of total electricity use from natural gas.: 81

The percentage of total electricity use from solar PV.: 1

The percentage of total electricity use from geothermal.: ---

The percentage of total electricity use from nuclear.: ---

The percentage of total electricity use from hydro.: ---

The percentage of total electricity use from other.: ---
Provide a brief description.
---

The percentage of total energy used for heating buildings from coal.
---

The percentage of total energy used for heating buildings from biomass.
---

The percentage of total energy used for heating buildings from electricity.
---

The percentage of total energy used for heating buildings from natural gas.
---

The percentage of total energy used for heating buildings from geothermal.
---

The percentage of total energy used for heating buildings from fuel oil.
---

The percentage of total energy used for heating buildings from other.
---

Provide a brief description.
---

If cogeneration, please explain.
---
Procurement

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

98

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

---

Does the institution’s vendor code or policy require vendors to use less packaging?:

No
Bike Sharing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:

38
Water Initiatives

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution provides details about its water initiatives.

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

Is there a ban or restriction on selling or distributing bottled water on campus? :
No

Provide a brief description of any bottled water ban or restriction :
---

Does the institution meter any of its non-potable water usage? :
Yes

The percentage of urinals on campus that are waterless :
5
Endowment

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year:
---

Date as of:
---

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:
---

If yes, or if currently under consideration, provide a brief description:
---

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):
---

Size of capital commitments made within past 3 years:
---

Provide a brief description:
---

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
---

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
---

Do investment managers handle the details of proxy voting on environmental and social resolutions?:
---
Do investment managers handle the details of proxy voting on corporate governance resolutions?:
---

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?:
---

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?:
---

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?:
---

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?:
---

Does a single administrator determine proxy votes on environmental and social resolutions?:
---

Does a single administrator determines proxy votes on corporate governance resolutions?:
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
---

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?:
---

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
---
Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:

---

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:

---
Sustainability Staffing

Responsible Party

Everett Neal
Sustainability Director
Maintenance

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent):

40

FTE staff on payroll:

1

FTE student intern/fellow:

1