

University of Dayton

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

Date Submitted: Feb. 19, 2015

STARS Version: 1.2

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

Education & Research

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.

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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:

8,900

Program name (1st program):

The River Stewards

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

8,900

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

The River Stewards engage the campus and the greater community in a dialogue about our water resources. Past activities include river paddles, educational outreach in local K-12 schools and on campus, and project-based work. An example of a River Stewards' successful project would be the design and implementation of our campus bike share program. The Stewards are currently starting a new project that focuses on our excellent tap water in an effort to curb bottled water use on campus.

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

Campus Sustainability Data Collector | AASHE

The River Stewards program is the flagship program of the Rivers Institute administered by the Fitz Center for Leadership in Community at the University of Dayton. A three-year program focused on leadership development and civic engagement, students can apply to become a River Steward in the second semester of their freshman year. Applying requires a written application and interviews.

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

Annual orientation/training sessions; retreats; educational sessions with local and campus leaders; project based learning.

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

The program is funded through the Fitz Center for Leadership in Community and has a full time program coordinator.

The website URL for 1st Program:

http://www.udayton.edu/artssciences/fitzcenter/rivers_inst/#2

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

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s):

The GreenHouse Effect

A brief description of the campaign(s):

The University of Dayton owns and maintains over 400 single family homes, duplexes, and multi-unit apartment facilities. We house students in these units through our housing lottery. Students living in these units do not pay for their utilities; they pay one flat fee to the university. During a campus forum on energy use, student reported that increased information would help them to adopt sustainable behaviors, and thus, the GreenHouse Effect was born.

Each month, the utility bills for each residence are combined onto one statement which explains energy use in terms of kilowatt hours, ccf of natural gas, cost, and carbon impact. In addition, the statements show how each house has performed against an energy model. The energy models for each residence were created by students from our School of Engineering and take into consideration the unique characteristics of the house and 5 years of its utility history.

In this way, we can compare this year's residents of one house to previous year's residents of the same house, eliminating any confusion about pitting newer houses against older houses.

Finally, these statements also show how each residence has performed compared to the rest of its block, and the neighborhood on the whole.

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

During the 5 month pilot of this project in 2010-2011, a total of almost \$21,000 was saved according to the predicted expenditures generated by our energy models. In subsequent years, a total of more than \$100,000 in savings has been achieved.

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

Sustainability in New Student Orientation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 introduced to the campus composting system with a "no waste picnic." All waste generated during this event can be composted or recycled.

In addition, information about sustainability initiatives and sustainable living is distributed during 2 resource fairs.

Finally, an introductory session on campus and community sustainability is presented by the Sustainability Manager.

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

Sustainability Outreach and Publications

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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:

The sustainability website includes information about campus sustainability initiatives and successes, links and suggestions for living sustainably on campus, campus practices for energy conservation, and instructions for contacting the Sustainability Manager with questions and suggestions. The site has been operational since 2008, and is currently undergoing a redesign to align it with new university-wide branding guidelines.

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

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The SEE Initiative (Sustainability Energy and Environment) is a program encompassing an undergraduate sustainability minor, a program of speakers and events on sustainability, and a consortium of faculty from different disciplines that guide research and independent study related to sustainability. The SEE Initiative sends an e-newsletter that is available to all faculty, staff and students.

The website URL for the sustainability newsletter:

<http://www.udayton.edu/artssciences/see/>

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:

Student research on sustainability is disseminated during the Stander symposium in April of each year. Additionally, at the end of each semester there is a poster session for all SEE related courses in which students are doing research projects.

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

<http://www.udayton.edu/provost/stander/>

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

Yes

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

There is a sustainability self-guided tour in our newest building which is LEED Gold certified. The tour highlights sustainable features throughout the structure and includes a map with more information about each feature.

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

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

Yes

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

Signage, brochures and table tents were designed for educating the campus community about our composting program and reusable mug and bottle options.

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

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?:

Yes

A brief description of the sustainability walking map or tour:

A student-created "tree trail" exists on campus which guides visitors through our campus and provides information about the different species of tree present.

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:

The University of Dayton Green Guide includes information about the university's efforts toward sustainability, and a wealth of suggestions and information about how to live and work sustainably on campus.

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

http://udayton.edu/_resources/img/explore/green_guide.pdf

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:

No

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

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):

material):

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):

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):

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):

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):

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):

A brief description of this material:

The website URL for this material:

Student Group

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

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

Yes

The name and a brief description of each student group:

The Sustainability club is the primary student group focused on issues of sustainability on our campus. This group coordinates our annual energy competition within our 5 residence halls, and engages the campus in several other campaigns each year. In the past, these have included recycling awareness, a laptop drive for a local charity, and educational film screenings. Sustainability club was instrumental in bringing the Campus Consciousness tour to UD in 2009.

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

Our student organizations focused on sustainability have recently volunteered in the annual campus Move Out program, brought a speaker to campus, created and implemented our annual Environmental Sustainability Week with educational events, films, and activities, and began a pilot recycling program through Terracycle for waste that isn't included in our commingled recycling system on campus.

List other student groups that address sustainability:

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

Organic Garden

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

An organic garden has been designed and constructed by students living in sustainability themed housing. The students in this program will manage the garden.

The website URL where information about the garden is available:

Model Room in a Residence Hall

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

Themed Housing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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):

A first-year student Living Learning community focused on sustainability has existed on campus for the past 3 years. This self-selected group of first year students lives together on one floor of a residence hall, and has one course in common in which they explore sustainability topics. In addition, these students are required to attend speakers, film screenings, or other campus programs focused on sustainability. In August 2010, these students organized a teach-in about the BP oil disaster in the Gulf of Mexico.

For Juniors and Seniors, there are Sustainability themed houses on campus. Students apply to live in these houses which are advised by members of the faculty and staff. Residents design projects and educational opportunities for their peers in our student neighborhood. They also assist with the speakers and other events coordinated through the Sustainability, Energy and Environment Initiative. In the Fall of 2011, residents of these houses created an organic garden, installed rain barrels, and gave a workshop on creating backyard compost bins, among other projects.

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

The total number of residents in themed housing. :

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

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

Yes

A brief description of the enterprise:

Flyer Enterprises (FE) is a multi-million dollar student run business in which students from our School of Business gain hands-on experience in entrepreneurial and managerial endeavors. Several small dining locations across campus are run by FE students, where they have experimented with the economics of local and organic foods, and waste minimization through composting and recycling.

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

Sustainability Events

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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):

At least one sustainability themed campus event is planned for each semester. Past events include a concert in conjunction with the Campus Consciousness tour, a campus-wide forum on energy use, a visit from author Doug Fine, and a teach-in focused on the BP Gulf oil disaster. Speakers have included climatologist Michael Mann and food security expert Vandana Shiva. Future events include a presentation by David Suzuki, environmental film screenings, and service opportunities with local sustainability organizations.

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

<http://www.udayton.edu/artssciences/see/index.php>

Outdoors Program

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

This happens through many different entities on campus.

1. Rivers Institute/stewards program and rivers curriculum. The River Stewards program is an application program, so only designated students can participate; however, these leaders organize activities for students to go kayaking, hiking, etc. Also, the rivers curriculum is open to all students and includes outdoor activities and values "Leave No Trace" principles.
2. The student organization Sustainability Club, organizes such things for the student population and similarly values "Leave No Trace" principles.
3. The SEE initiative has many events/programs through various entities (academic, research, and co-curricular (LLC and special interest houses) that similarly has outdoor programs.
4. The new Outdoor Engagement Center offers educational opportunities for students wishing to participate in outdoor recreation, equipment rentals, and other events.

The website URL where information about the program is available:

http://www.udayton.edu/studev/campusrec/outdoor/outdoor_engagement_center.php

Themed Semester or Year

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

Curriculum

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

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

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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?:

The University of Dayton's advisory committee for the Sustainability, Energy and Environment Initiative, which includes at least three faculty members who teach courses in different departments, adopted the following definition of sustainability in the curriculum to guide sustainability course identification:

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.

A defining characteristic of the 21st century is the need to address a host of global societal and environmental challenges that have been building over the past several decades. The success of human development has been tremendous, but the project of enabling a dignified level of existence for large parts of humanity has not yet been achieved. We do not live in a world of infinite plenty. Many ecosystems are already being degraded, resulting in not only an intrinsic loss, but a loss to humans of the services they could provide. We do not live in a world with an infinite capacity to absorb waste. Continuing the practices of the 20th century, the beginning of the anthropocene age of human induced global change, is not a viable option. There are growing signs of pressure on natural and human systems that can be referred to as planetary boundaries. Addressing the overarching goal of reaching a state of sustainability for a global population that will approach 10 billion in the next few decades will require educated citizens who will think in terms of the consequences of their actions over long time scales and over large geographical distances. These same global citizens, when looking to address the challenges with which they have been presented, will also be analyzing systems across the boundaries of disciplines as they have traditionally been defined in universities.

The goal of sustainability education is to provide students, regardless of their courses of study, the knowledge and skills to help create a healthy economy, society, and environment.

In order to determine whether or not a course has this goal in mind, it is useful to ask whether or not a given course will help students to achieve one or more of the following.

- Understand and be able to effectively communicate the concept of sustainability.
- Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.
- Become aware of and explore the connections between their chosen course of study and sustainability.
- Develop technical skills or expertise necessary to implement sustainable solutions.
- Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
- Contribute practical solutions to real-world sustainability challenges.
- Synthesize understanding of social, economic, and environmental systems and reason holistically.

A course does not have to accomplish all of these things to be designated as sustainability-related or sustainability-focused.

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

Yes

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

The Sustainability, Energy, and the Environment minor compiles a list each semester of courses that are related to sustainability.

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

Yes

The website URL where the sustainability course inventory is posted:

http://www.udayton.edu/artssciences/see/additional_resources/courses.php

Sustainability-Focused Courses

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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 :

11

The total number of courses offered :

640

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

SEE 250 - Intro to Sustainability Energy and the Environment
SEE 301 – Global Change and Earth Systems
SEE 401 - Sustainability research I
SEE 402 - Sustainability Research II
SEE 303 - Constructions of Place
ASI 320 - Cities and Energy
MEE 590 - Sustainable Energy Systems
BIO 359 - Sustainability and the Biosphere
BIO 395 - Global Environmental Biology
ECO 435 - Economics of the Environment
PHL 321 - Environmental Ethics

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

[Campus Sustainability Data Collector | AASHE](#)

http://www.udayton.edu/artssciences/see/additional_resources/courses.php

A copy of the sustainability course inventory:

Sustainability-Related Courses

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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 :

27

The total number of courses offered :

640

Number of years covered by the data:

One

A list of sustainability-related courses offered:

BIO 310/BIO 310L – Ecology and Ecology Lab
BIO 314/314L – Plant Biology and Lab
BIO 320/320L – Marine Biology and Lab
BIO 409/409L – Ecological Restoration Lab
BIO 441 – Environmental Plant Biology
BIO 444/444L – Plant Diversity and Lab
BIO 459/459L – Environmental Ecology and Lab
CHM 341/341L – Environmental Chemistry
GEO 208/208L – Environmental Geology and Lab
GEO234/CHM 234 – Energy Resources
GEO 485 – GIS Applications in Water Resources Planning and Management
PHY 220 – Environmental Physics
CEE 333 – Water Resources Engineering
CEE 390 – Environmental Pollution Control
MEE 420 – Energy Efficient Buildings
MEE 473 – Renewable Energy Systems
[Campus Sustainability Data Collector](#) | [AASHE](#)

MEE 478 – Energy Efficient Manufacturing
ENG 342 - Literature and the Environment
HST 342 - Environmental History of the Americas
POL 371 - Environmental Policy
FIN 488 - Energy Markets Portfolio Management
HST 341 - Historical Perspectives on Science, Technology & Society
HST 359 - History of American City Planning
PHL 334 - Philosophy of Ecology
REL 365 - Christian Ethics and the Environment
ECO 472 - Ecology and Religion
SWK 335 - Social Work & Environmental Justice

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://www.udayton.edu/artssciences/see/additional_resources/courses.php

A copy of the sustainability course inventory:

Sustainability Courses by Department

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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 :

14

The total number of departments that offer courses:

32

A list of departments that offer sustainability courses:

Biology
Chemistry
Economics
English
Finance
Geology
History
Philosophy
Physics
Political Science
Religious Studies
Sociology, Social Work, Anthropology
Chemical Engineering
Mechanical Engineering

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

http://www.udayton.edu/artssciences/see/additional_resources/courses.php

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Criteria

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

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

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

Undergraduate Program in Sustainability

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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?:

Yes

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

Environmental Biology

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

http://www.udayton.edu/artssciences/learn/undergraduate/major_environmental_biology.php

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

Environmental Geology

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

http://www.udayton.edu/artssciences/learn/undergraduate/major_environmental_geology.php

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

Sustainability Energy and the Environment Minor

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

<http://www.udayton.edu/artssciences/see/index.php>

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

[Campus Sustainability Data Collector](#) | [AASHE](#)

Graduate Program in Sustainability

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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?:

Yes

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

Renewable & Clean Energy Graduate Program

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

http://www.udayton.edu/engineering/mechanical_and_aerospace/grad_rcl/index.php

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

Mechanical Engineering - Energy Systems Concentration

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

http://www.udayton.edu/engineering/learn/undergraduate/conc_energy_systems1.php

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

Public Administration

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

http://www.udayton.edu/artssciences/publicadministration_grad/

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

Sustainability Immersive Experience

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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?:

Yes

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

A three week study tour of Leipzig Germany was lead this year for the first time by professors from Political Science, Engineering Technology, and Physics. The topic of study was sustainability and the social, environmental, economic, technical, and personal aspects of sustainability in western Europe.

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.

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

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, non-credit, and/or continuing education courses count for this credit.

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

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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?:

Yes

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

Sustainability Research focuses on a principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as food insecurity or climate change); or furthers our understanding of the multidisciplinary nature of societal and environmental challenges. Sustainability research provides critical data necessary to address these challenges and create solutions to support economic prosperity, societal well-being and ecological health. At the University of Dayton, we see connections between curriculum, research and community action. Because of the direct link between sustainability research and the real world challenges that it addresses we see much of the research conducted at this institution as having a link to sustainability.

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

No

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

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

No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

Faculty Engaged in Sustainability Research

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

Departments Engaged in Sustainability Research

Criteria

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

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

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

Sustainability Research Incentives

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

Interdisciplinary Research in Tenure and Promotion

Criteria

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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":

4,419,960 *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:

4,419,960 *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 :

Campus Sustainability Data Collector | AASHE

0 Square Feet

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

An electronic copy of the guidelines or policies:

[GE cleaning plan complete.docx](#)

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

November 2013

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

The criteria were developed in conjunction with the certification of our first LEED building on campus. Subsequently we have begun to roll out the same standards for all buildings, one at a time. We contract for some services with a local firm who has been working to train and certify its staff in our procedures and guidelines. The criteria in the attached document, together with long standing policies and standards form a sustainable approach to building operation and maintenance.

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

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

All campus buildings

Building Design and Construction

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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":

364,753 *Square Feet*

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

169,066 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified:

0 *Square Feet*

New building space that is LEED Gold certified :

195,687 *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 :

An electronic copy of the guidelines or policies :

[Burt Hill - Building Design Guidelines.pdf](#)

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

2008

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

In addition to using the Sustainability criteria in the attached Building Design Guidelines, all square footage referenced in this credit has been engineered by a local firm that has committed to designing to LEED criteria, even in cases where certification is not sought.

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:

The GE EPISCENTER (Electrical Power Integrated Systems center)
The Chapel
The School of Education and Health Sciences

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

Caldwell Apartments
The College Park Center (renovations)

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 :

4,419,960 Square Feet

Total occupied building space :

4,419,960 Square Feet

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

Air quality is monitored and assessed regularly as part of our planned maintenance program and daily operations. The campus community is able to submit concerns through our work order system, and also by calling Facilities Management directly. Any air quality issues arising from maintenance needs are addressed immediately.

Low VOC paints, adhesives and other products are used where possible and practical, in conjunction with ventilation to prevent exposure to any air quality problems. Facilities Management staff alert all occupants of a given space prior to initiating work in their area, and when necessary, alternative working locations and conditions are arranged.

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.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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://green.udayton.edu/footprint.htm>

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

Yes

Does the inventory include emissions from air travel?:

Yes

Does the inventory include emissions from commuting?:

Yes

Does the inventory include embodied emissions from food purchases?:

No

Does the inventory include embodied emissions from other purchased products?:

Yes

Does the inventory include emissions from solid waste disposal?:

Yes

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

Yes

If yes, please specify:

Water consumption and sewage

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

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 :

80,268 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:

5,609

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

5,095

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

2,333

Scope 1 and 2 gross GHG emissions, performance year :

74,665 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:

0 Metric Tons of CO2 Equivalent

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

July 2010 to June 2011

On-campus residents, performance year:

5,592

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

5,469

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

2,395

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

Academic Year 2010-2011

Air Travel Emissions

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

Local Offsets Program

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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..

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

Trayless Dining

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

Trans-Fats

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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 use all trans-fat-free oil and shortening, and strive to purchase products which are trans-fat-free.

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

Guidelines for Franchisees

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

Institution does not have food service franchisees operating on campus.

Pre-Consumer Food Waste Composting

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

All pre-consumer food waste is sorted and collected at all three dining halls on campus.

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

100

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

100

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

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

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

PostConsumer Food Waste Composting

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Post-consumer food waste is sorted and collected in the kitchens of all three dining halls on our campus. In addition to food scraps, we have converted all disposable products used on campus to compostable alternatives. While washable china, flatware and cups are encouraged, we do offer disposable "take-out" containers, cups and flatware, which are all compostable. Initiating composting on our campus has reduced waste from our dining units by over 90%. All material is transported to a nearby facility for composting.

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

100

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

100

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

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

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

Food Donation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Some leftover prepared foods are donated by our catering division to local charitable organizations and shelters.

The website URL where information about the food donation program is available:

Recycled Content Napkins

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

The university has purchased napkins with recycled content for many years, and since 2009, they have been composted.

The website URL where information about the purchasing is available:

Reusable Container Discounts

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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?:

Yes

A brief description of the reusable mug program:

Any member of the campus community using a UD issued refillable mug or bottle receives a \$0.45 discount on a fill-up.

Amount of the discount offered for using reusable mugs:

0.45

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

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

405,078 MMBtu

Building space, 2005 :

3,921,784 Gross Square Feet

Total building energy consumption, performance year:

454,958 MMBtu

Building space, performance year:

4,419,960 Gross Square Feet

List the start and end dates of the energy consumption performance year:

July 2010 to June 2011

Clean and Renewable Energy

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

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

Timers for Temperature Control

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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:

All buildings are scheduled to be fully conditioned only during the period of 6 AM to 11 PM. Some buildings may have different hours depending on use patterns and function. During the summer, at least one building is closed and only minimally conditioned to prevent mold and humidity damage.

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

The website URL where information about the practice is available:

Lighting Sensors

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

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

Yes

A brief description of the technology used:

Motion occupancy sensors have been installed in more than 90% of applicable spaces on campus. These have been phased into all buildings and units over a 5 year period.

The percentage of building space with lighting sensors:

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

LED Lighting

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

LED lighting has been piloted in several applications. In our Library, for example, 24 decorative fixtures were converted to LED so that Facilities Management can study the installation, maintenance, and life cycle of these types of fixtures. Since that pilot, more than 500 fixtures have been replaced, with more planned.

The percentage of building space with LED lighting:

The percentage of parking deck space with LED lighting:

The percentage of outdoor space that uses LED lighting:

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

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

Vending Machine Sensors

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Vending Miser units have been installed on every vending machine on campus. These reduce both the lighting and compressor use of the machine, and operate on an occupancy sensor. The compressor is set to run a short time every few hours to maintain temperature, while the lights are set to turn off after a short period of inactivity and stay off until the occupancy sensor is tripped.

The percentage of vending machines with sensors:

100

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

Energy Management System

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

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

Yes

A brief description of the management system:

A Johnson Controls system is in place allowing energy monitoring for much of campus from a central location in Facilities Management.

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

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

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

Energy Metering

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

For electricity, there is a "main" campus meter for part of campus. The rest of our buildings are metered individually or in small groups.

Natural gas is metered at individual buildings, and at the central steam plant.

We do not purchase any steam. The steam we generate is metered at the plant and in most buildings.

The percentage of building space with energy metering:

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

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 :

373 Acres

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

373 Acres

A brief description of the IPM plan(s) :

Pest control issues are monitored directly by campus staff and in conjunction with regional Ohio State University Extension offices. To prevent pest issues, certain plants are avoided and others are companion planted to maximize natural barriers to infestation. When pests are detected, treatment is only applied once the infestation threatens to significantly impact campus; most issues are allowed to resolve themselves. When application of a pesticide is necessary, our Grounds department gives preference to applications which minimize risk of exposure to the community. Direct soil injections are preferred over aerosol applications, for example. Our first priority is to avoid use of synthetic chemicals, and as such, natural pest management techniques are routinely examined for efficacy.

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

Native Plants

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

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

Yes

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

We make every attempt to use species native to Southwest Ohio where possible.

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

Wildlife Habitat

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

Tree Campus USA

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

Snow and Ice Removal

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

Landscape Waste Composting

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Waste from grounds-keeping is mulched on site and reapplied on campus where possible.

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

100

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

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

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.

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

Cleaning Products Purchasing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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.udayton.edu/facilities/energy/green_cleaning_standards.pdf

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

Green Seal certified cleaning products were first specified in the cleaning plan for our first LEED certified building. Because our campus contracts with one vendor for cleaning services and having a uniform standard for all campus spaces was preferred, the green cleaning plan for our LEED building was rolled out to all campus buildings in 2013-14.

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

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.

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

Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Historically Underutilized Businesses

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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?:

Yes

A brief description of how the institution meets the criteria:

Our Purchasing Policy directs all purchasing agents at the university to "provide Small Business, Small Disadvantaged Business (SB/SDB) and Women Owned Small Business concerns maximum practicable opportunity to participate in the receipt of Purchase Orders for goods and services." These historically underutilized businesses are considered in all competitive purchasing decisions.

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

http://www.udayton.edu/finadmin/_resources/docs/purchasing_and_business_services/documents/purchasepolicy.pdf

Local Businesses

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

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

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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 :

1

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 :

10

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 :

0

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 :

195

Student Commute Modal Split

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

69

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:

31

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 :

67

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

1

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

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

5

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 :

95

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:

2

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 :

1

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

The website URL where information about alternative transportation is available:

Bicycle Sharing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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.):

Students in our Fitz Center for Leadership in Community have developed a bike share program. Students are able to check out bikes from our Recreation Complex equipment center.

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

Facilities for Bicyclists

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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:

Bicycle commuters are offered facilities and storage of bikes as close to their office areas as possible on a case-by-case basis. There are at least 3 locations on campus where bicycle commuters are able to take advantage of storage and shower facilities.

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

Bicycle and Pedestrian Plan

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

Has the institution developed a bicycle plan?:

Yes

A brief description of the plan:

A plan to develop a bicycle and pedestrian greenway to connect the 5 major sections of our campus is included in our 2008 Master Plan. (p. 38-39) This corridor will connect residential, research, academic, administrative and athletics spaces, and allow for our students and employees to easily access campus from adjacent public bikeways and trails. The plan has been updated to interface with planned city projects which overlap sections of the greenway to the mutual benefit of both projects; a main traffic corridor through our campus is scheduled to be narrowed to slow traffic, and the new configuration will include a bike lane.

The website URL where information about the plan is available:

Mass Transit Programs

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

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

Yes

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

A free campus shuttle is provided for student use. The shuttle provides transportation to local services and entertainment venues. Plans are underway to expand shuttle service to connect the most remote academic and residential facilities to the core of campus.

The website URL where information about the program is available:

http://community.udayton.edu/finadmin/publicsafety/parking/ud_shuttle.php

Condensed Work Week

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

Telecommuting

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

Carpool/Vanpool Matching

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

Cash-out of Parking

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

Carpool Discount

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

Local Housing

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

Prohibiting Idling

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

Has the institution adopted a policy prohibiting idling?:

Yes

A brief description of the policy:

Drivers of campus owned vehicles are directed not to idle, and students, faculty and staff are encouraged to follow suit on campus. The no idling policy is included in the mandatory training required to operate campus owned vehicles.

The website URL where information about the policy is available:

Car Sharing

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

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 :

262.68 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

2,353.48 Tons

Weight of materials recycled, performance year :

768 Tons

Weight of materials composted, performance year :

200 Tons

Weight of materials disposed as garbage, performance year :

1,493 Tons

List the start and end dates of the waste reduction performance year:

July 2012 to June 2013

On-campus residents, 2005:

Campus Sustainability Data Collector | AASHE

5,609

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

5,095

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

2,333

On-campus residents, performance year:

5,945

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

5,058

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

2,166

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

Fiscal Year 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

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 :

1,100 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,493 *Tons*

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

In addition to a commingled recycling program, the university composts about 240 tons annually. A donations drive during the move out period each spring diverts about 30 tons of material to local charitable organizations. A scrap metal program captures about 70 tons annually.

Construction and Demolition Waste Diversion

Criteria

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

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

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

Electronic Waste Recycling Program

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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 campus-owned equipment is recycled according to current EPA standards through third party vendors and our county recycling facility. Any member of the campus community, including students and employees, can recycle personal equipment under the same program for a small fee (\$15-25, depending on type of equipment).

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

All tagged equipment must be disposed of through the campus IT office. This office strives to find a re-use solution for all equipment through local charitable organizations. For truly unusable equipment, UD IT recycles through a third party vendor who has pledged to conduct all recycling in the US. All other material not processed through this vendor is processed as hazardous waste and/or disposed of through our county solid waste district.

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

Student equipment can be processed through the same program as campus owned equipment for a small fee. In addition, small electronics are also collected for recycling through GreenDisk.

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

Hazardous Waste Management

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

Chemical purchasing has shifted from bulk ordering to targeted ordering, to reduce the amount of excess chemical stock on hand and eventual disposal. A sharp decline in chemical waste has been achieved through this revision in the ordering process.

In addition, every effort is made to reuse materials before they are disposed of. For example, all surplus chemical material is reused in teaching labs in appropriate departments when possible.

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

First, we recycle as much as possible. Mercury, Florescent lights and ballast, oil are all recycled.

For non-recyclables we have a vendor that collects material for us twice a year. These collected materials are processed one of three ways: neutralized, incinerated, or landfilled at specially designated sites.

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

Materials Exchange

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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?:

Yes

A brief description of the program:

Supplies that can not be used on campus are regularly diverted to the Montgomery County Materials Reclamation Facility. This facility makes surplus donated supplies available to local non-profit organizations and educational facilities. In addition to office supplies, we also divert books, furniture and displays to this facility.

The website URL where information about the program is available:

Limiting Printing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

Does the institution limit free printing for students in all computer labs and libraries?:

Yes

A brief description of how printing is limited:

There is no free printing available to students. They are charged a per-sheet fee, which is deducted from their student account or payable with a credit card.

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

Materials Online

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

Chemical Reuse Inventory

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

Move-In Waste Reduction

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

Move-Out Waste Reduction

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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:

The university partners with local charitable organizations to capture about 30 tons of furniture, clothing, kitchen supplies, books, electronics, bedding, and other housewares during the move out period each spring. Because we have such a large inventory of single family homes and duplexes in our university housing stock, students often have a large quantity of usable housewares and furniture they can not or do not wish to take with them. We provide drop-off locations and a pick-up service to divert this material from dumpsters.

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.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

114,896,500 Gallons

Water consumption, performance year :

155,821,100 Gallons

List the start and end dates of the water consumption performance year:

July 2010 to June 2011

On-campus residents, 2005:

5,609

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

5,095

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

2,333

On-campus residents, performance year:

5,592

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

5,469

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):

Academic Year 2010-2011

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

No

A brief description of the plan of action to achieve water use reduction goals:

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

Stormwater Management

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

For new projects, all sites are maintained with strategies to runoff and soil erosion. In addition, several rain gardens have been installed across campus to retain and slow the discharge of runoff. Permeable pavers have been installed in several areas to determine whether they meet the demands of our climate.

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:

Several sections of porous pavers have been installed in highly visible and traveled areas to determine whether they meet the demands of our climate and foot traffic.

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Swales were created as part of the redevelopment of our campus Central Mall.

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:

Swales were created as part of the redevelopment of our campus Central Mall.

Does the institution employ any other technologies or strategies for stormwater management?:

Yes

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

Students in our sustainability themed housing have created rain barrel systems to capture rain water for use in their organic garden.

Waterless Urinals

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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:

Several units have been installed in restrooms on campus as a pilot. We are monitoring the maintenance needs of both waterless and water saving models, to determine the best fit for our campus.

The website URL where information about the technology is available:

Building Water Metering

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

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

Yes

A brief description of the water metering employed:

Meters are present in most buildings individually, but some are metered in small groups. Both domestic and utility water is metered.

The percentage of building space with water metering:

The website URL where information about the practice is available:

Non-Potable Water Usage

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

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Several techniques are used to reduce the amount of irrigation necessary on campus. Drought tolerant and native plants are selected for their hardiness in our climate and ability to thrive on naturally occurring hydration levels. Mulching is incorporated in several applications each season to retain soil moisture. Also, a centralized irrigation monitoring system is employed to reduce unnecessary irrigation during and after periods of rain.

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

Weather-Informed Irrigation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Sensors measuring soil moisture and ambient humidity are used in conjunction with direct observation by grounds staff to centrally monitor and control irrigation.

The website URL where information about the practice is available:

Planning, Administration & Engagement

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.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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 :

The Campus Committee on Environment was created in 2008 by President Dan Curran and is lead by the Environmental Sustainability Manager. This committee is comprised of students, staff and faculty, and has been charged with seeking out opportunities for collaboration in the service of sustainability at the University. The committee is charged with updating our community on sustainability efforts, and to serve as a clearinghouse for suggestions, initiatives, and proposals that would advance our sustainability goals.

Members of the committee, including affiliations:

Kurt Hoffmann, Environmental Sustainability Manager (chair)
Dr. Michelle Pautz, professor, Political Science (member)
Dr. Sukh Sidhu, University of Dayton Research Institute (member)
Dr. Leanne Jablonski, Marianist sister (member)
Christina Smith, Residence Life (member)
Kelly Bohrer, Campus Ministry, Center for Social Concern (member)
Dan Esposito, undergraduate student (member)
Madeline Fox, undergraduate business student (member)

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

Does the institution have a sustainability office?:

Yes

A brief description of the sustainability office:

The Office of Sustainability was established in 2008 with the hiring of UD's first Sustainability Manager. This office is located within Facilities Management, and reports to the Director of Construction Management.

The number of people employed in the sustainability office:

1

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

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Kurt Hoffmann

Sustainability coordinator's position title:

Environmental Sustainability Manager

A brief description of the sustainability coordinator's position:

The position of Sustainability Manager is focused primarily on operational sustainability in the following areas: grounds, maintenance, construction and renovation, residential properties, technical systems, energy and waste. The Sustainability Manager is the chair of the campus Committee on Environment, and devotes a significant portion of his time to facilitating sustainability initiatives in academic areas and across the curriculum.

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

Strategic Plan

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

2,006

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:

“The ability of the University of Dayton to provide an excellent education rests on its ability to manage as wisely as possible its human, financial, capital and environmental resources. The University, therefore, has a responsibility of stewardship to ensure its vitality for future generations. Efficiency, quality assurance, cost containment and demonstrated effectiveness are core elements of this stewardship.”--Strategic Goal 5

“Achieve greater efficiency through sustainable and environmentally sound practices throughout the institution.” --Strategic Goal 5.3, Tactic IV

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

No

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

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:

As stated in the quote above, the Strategic Plan includes language acknowledging the importance of efficiently managing our resources.

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

http://www.udayton.edu/strategicplan/goal_five_stewardship.htm

Physical Campus Plan

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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:

The Building Design Guidelines prepared in conjunction with the Campus Master Plan in 2008 reflect Sustainability goals and practices in a dedicated section. Included are the following commitments: to build and renovate using sustainable practices, to maximize energy efficiency in new and existing buildings, to explore alternative energy applications, and to minimize waste both from daily operations and construction/renovation projects. The Building Design guidelines are intended to inform every project undertaken by Facilities Management.

The year the physical campus plan was developed or adopted:

2,008

The website URL where the physical campus plan is available:

Sustainability Plan

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.

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

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*.

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

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

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

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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?:

No

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

Members of the committee, including job titles and affiliations :

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

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

The University of Dayton holds that the diversity of human perspectives and capabilities is essential to the fostering of educational excellence in the 21st century and beyond. As a Catholic and Marianist community, this commitment to the multiplicity of human ability and experience stands as a firm declaration of love for God's creative and bountiful handiwork. Devoted to inclusion of diversity, the University calls all of its faculty, student and staff to intentionally honor the dignity of all persons, and to treat each other with the respect to which each is entitled. This institutional mission to value and promote human dignity and respect shapes education inside and outside the classroom, influences the demographic composition of our academic community, and sustains the educational and professional climate in the classroom and workplaces.

The number of people employed in the diversity office:

1

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

<http://community.udayton.edu/provost/faa/diversity/>

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator's name:

Patsy Bernal-Olson

Diversity coordinator's position title:

Associate University Counsel/Affirmative Action Officer

A brief description of the diversity coordinator's position:

The Office of Legal Affairs at the University of Dayton provides legal support for the University's broad range of institutional opportunities, concerns, risks and legal issues. The Office of Legal Affairs responds to legal claims, issues and questions that arise in the course and scope of the University's operations. We also strive to work in a proactive manner to identify and minimize the University's exposure to legal risks.

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

http://community.udayton.edu/finadmin/legal_affairs/

Measuring Campus Diversity Culture

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

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

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

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

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

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

Yes

A brief description of the assessment(s):

National assessments - NSSE, EBI, Campus Climate study

Year the assessment was last administered:

2,011

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

Has been referenced for a series of inquiries regarding campus climate, pay equity, etc.

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

Support Programs for Underrepresented Groups

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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:

PEERS Mentoring Program, OMA Study Tables, Individual Student Consultation Meetings, Lead Mentors, Faculty/Staff-Student Mentoring Program, transitions Pre-Orientation Program, Student Organizations Support, Leadership Development Experiences, Peer-led Programming

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

Black Faculty Association

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

Women's Center Mentoring Program, Employee Relations, Learning & Development Series, UD Connections

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

<http://oma.udayton.edu/>

Support Programs for Future Faculty

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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 :

Herbert Martin Fellowship

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

http://www.udayton.edu/artssciences/about/.../Inclusive_Excellence_1_11.docx

Affordability and Access Programs

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

Upward Bound, Women & Minority in Engineering, DECA

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

When a student files FAFSA, there is institutional need-based aid. If a family is considered low income, the family will be considered for additional need based aid.

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:

Scholarships are based on merit. The Founders Grant is based on need (FAFSA related). Office sends out reminders to students to fill out the FAFSA every year in order to obtain need based aid.

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

Office of Student Success & Parent Engagement provides support and reach out to families to share resources and information for student success. There are upper class student mentors for first year students. There is a Parent Portal in the New Student Orientation online program that allows parents to identify their son/daughter as first generation college students.

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

DECA - Dayton Early College Academy

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

Preserving Diversity in Higher Education

<http://academic.udayton.edu/race/04needs/PreservingDiversity.pdf>

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

<http://www.udayton.edu/flyersfirst/financialaid/undergrad/index.php>

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:

<http://www.udayton.edu/flyersfirst/financialaid/undergrad/index.php>

Gender Neutral Housing

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

Employee Training Opportunities

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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 trainings are offered through many venues and to many different groups on campus. Trainings/workshops are incorporated into new employee training, Leadership UD (a program to build leaders at UD - exempt employees are nominated to do this program), and UD Connections (another program to build leadership skills at UD - non-exempt employees are nominated to do this program). Additionally, we have an executive director of Institutional Diversity and Inclusion, who coordinates and implements many opportunities for employees to gain cultural competency and to dialogue on diversity and inclusion issues. Our Center for International Programs and our Office of Multicultural Affairs also offer programs for employees. There programs range from intergroup dialogues, conversations with international students, competency training, etc. The Learning Teaching Center also promotes such trainings/workshops among the faculty.

The campus also has ally trainings for LGBTQ students.

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

<http://community.udayton.edu/provost/faa/diversity/>

Student Training Opportunities

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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

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

Yes

A brief description of the cultural competence trainings and activities:

The Office of Multicultural Affairs offers mini-courses on intergroup dialogue on religion, ethnicity, and race.

Many student programs on campus build in cultural competency sessions into their training programs, including New Student Orientation Leaders, BreakOuts, Immersions, REAL Dayton, Semester of Service, Dayton Civic Scholars, etc.

New Student Orientation, through book reads and required sessions, explore topics and issues related to cultural competency with new students.

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

<http://www.udayton.edu/studev/oma/index.php>

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

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

Sustainable Compensation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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.

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

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

2,548

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

2,548

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

The University of Dayton offers compensation competitive with other local employers. Food service and Facilities staff are compensated under the terms of a union contract which is reviewed and updated regularly. Non-union staff are compensated based on merit and job classification. Each employee is permitted to request a re-evaluation of their job classification during an annual review period. In addition, cost of living increases are provided annually. The lowest-paid workers on campus are paid more than State and Federal minimum wage.

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:

2,011

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

Employee Satisfaction Evaluation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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?:

Yes

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

An annual community climate survey tracks employee satisfaction with administration, compensation, and employment. Responses are anonymous and administrators from Human Resources work to present the data publicly on campus. Action steps are identified to meet the needs of the community that are not being met.

The year the employee satisfaction evaluation was last administered:

2,011

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

Staff Professional Development in Sustainability

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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?:

Yes

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

The Environmental Sustainability Manager presents information throughout the year at different training and development events. These events are regularly targeted to specific departments or offices. Topics covered include campus waste diversion and composting, energy conservation, and personal sustainability practices for the home and office.

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

Sustainability in New Employee Orientation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

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

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

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

Yes

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

Every new employee receives information about sustainability initiatives, policies, guidelines and achievements with their new employee packets. In addition, they receive suggestions for how to live sustainably on campus.

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

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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:

The Bombeck Learning Center provides child care to both the campus community and the larger Dayton community. The Bombeck Center is affiliated with the University, and works with student from the School of Education. Employees receive discounted child care at the Bombeck Center as part of their compensation package.

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

Employee Wellness Program

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

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

Yes

A brief description of the employee wellness program, policy, or practice:

The campus employee Wellness Program is administered through the Recreational Complex and the School of Allied Professions. Employees have access to reduced rate and free physical fitness classes, weight management counseling, educational enrichment programs, annual health screenings (performed on campus during work hours) and many more programs.

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

Socially Responsible Retirement Plan

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

"---" 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:

Employees can participate in a socially responsible investment fund through TIAA-CREF or Fidelity.

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

Investment

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

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

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Shareholder Advocacy

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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?:

No

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?:

Yes

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

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

The University screens investments specifically to exclude alcohol, tobacco, firearms and other weapons, and research involving stem cells. In addition, a significant percentage of University investments are made locally, with some of that pool supporting alternative energy manufacturing and research.

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.

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

Student-Managed Sustainable Investment Fund

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

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

Students in the Business School manage part of the University's Endowment funds. They work with staff to invest these funds competitively, while maintaining the investment characteristics we value as a community. Consideration is given to local investments, renewable energy investments, and other socially responsible investments. All investments are screened to exclude alcohol, tobacco, pharmaceuticals, defense and weapons manufacturing.

The website URL where information about the fund is available:

Sustainable Investment Policy

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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?:

Yes

A brief description of the sustainable investment policy:

In accordance with our affiliation with the Catholic Church and adherence to Catholic values, our policy is to avoid investments in weapons and defense, healthcare research involving stem cells, and addictive substances such as alcohol and tobacco.

The website URL where information about the policy is available:

Investment Disclosure

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

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

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

The University of Dayton, together with local leaders and organizations, helped to craft the Greater Downtown Dayton Plan, which aims to strengthen and improve our downtown core through sustainable residential, commercial and industrial redevelopment. The GDDP sees sustainable development as the only way to revitalize Dayton. As such, it includes plans for developing walkable communities and bikeways, converting existing industrial sites to green space and sustainable housing, and attracting sustainable business to our downtown core.

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration on Sustainability

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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:

Presentation and discussion of campus sustainability initiatives takes place several times each year through the Sustainability Committee of the Southwest Ohio Council on Higher Education. This committee brings together representatives of several institutions in our region to discuss sustainability initiatives and collaborate where possible.

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

The Southwest Ohio Council on Higher Education Sustainability Committee

The Association for the Advancement of Sustainability in Higher Education

US Green Building Council

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

Recently, when a neighboring institution hired its first sustainability coordinator, the UD sustainability manager traveled to their campus and engaged in a full day of discussion, information sharing, and strategic planning to assist in the development of the new program.

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.

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

Community Service Participation

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

7,921

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

8,900

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

http://www.udayton.edu/news/articles/2011/05/honored_for_community_service_honor_roll_2010.php

Community Service Hours

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

112,234

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

8,900

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

http://www.udayton.edu/news/articles/2011/05/honored_for_community_service_honor_roll_2010.php

Sustainability Policy Advocacy

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

"---" 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?:

Yes

A brief description of the graduation pledge program:

The Graduation Pledge is voluntarily signed by graduating students from University of Dayton. The pledge reads:

"In accordance with the University of Dayton's tradition to learn, lead, and serve I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work."

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

http://www.udayton.edu/ministry/csc/Grad_Pledge.php

Community Service on Transcripts

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

Farmers' Market

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

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

Submission Note:

Much attention was given to this initiative nationally in television and print media. One story can be found here:

<http://www.nytimes.com/2013/08/26/business/media/never-mind-citi-bike-heres-campus-bike.html>

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

A brief description of the innovative policy, practice, program, or outcome :

The University of Dayton engaged students in an array of bike initiatives in the fall of 2013 which demonstrate a commitment and collaborative approach to alternative transportation. First Year students who pledged to not bring a car to campus for 2 years were entered into a drawing for a free bicycle. 100 bicycles were awarded. At the same time, new bike paths were opened connecting several existing regional trails through our campus. The university covered part of the cost of the trail construction and provided the land and roadway used. Together, these initiatives further our existing commitments to bicycle infrastructure and reflect our contribution to Dayton becoming a Bronze-level Bike Friendly Community.

A letter of affirmation from an individual with relevant expertise:

[STARS Letter - bike initiatives.pdf](#)

The website URL where information about the innovation is available :

<http://www.udayton.edu/bicycle/>

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome:

Greening the Health Center: In the fall of 2013, several initiatives were undertaken to improve sustainability in our university Health Center. Because of the unique nature of a healthcare setting, this office had sustainability challenges that were unlike the rest of campus. First, the staff of the Health Center engaged in an in-service training with the Sustainability Manager to learn about sustainability and the unique challenges it presents in healthcare. Next, the staff did a walk through of the facility with the Sustainability Manager to document areas where new initiatives were needed. A waste audit was conducted to discover how best to alter the waste disposal process. New waste and recycling bins were purchased and placed strategically to divert the maximum amount to recycling. The staff voluntarily

[Campus Sustainability Data Collector](#) | [AASHE](#)

engage in the collection of compost from their break room to participate in the university compost program. Also, new focus was placed on the purchasing process to identify and prefer products with reduced packaging. Finally, an electronics recycling bin was put into service with a new process for collecting and diverting that waste.

A letter of affirmation from an individual with relevant expertise:

[STARS - health center innovation credit.pdf](#)

The website URL where information about the innovation is available:

Innovation 3

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome:

Rivermobile: Because of our focus on education and service in the community, the Rivermobile was developed to provide education about water resources to the Dayton region. Students in our River Stewards program use the 5 mobile classrooms on the Rivermobile to teach workshops for k-12 students and other groups. As often as possible, this is combined with an experiential component, usually a kayak experience on one of our 5 local rivers. The workshops include:

Establishing a Sense of Place

Dayton's River History

[Campus Sustainability Data Collector](#) | [AASHE](#)

Our Aquifer and Municipal Water
Life in and around Our Rivers
Our Global Responsibility

A letter of affirmation from an individual with relevant expertise:

[RiverMobile_STARS_letter .pdf](#)

The website URL where information about the innovation is available:

http://www.udayton.edu/artssciences/fitzcenter/rivers_inst/edu_outreach/rivermobile.php

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome:

Realtime Energy Meter pilot: The University of Dayton is piloting the use of realtime energy meters in campus-owned houses to determine if they have any impact on student's energy use. 23 residences were chosen for this pilot, and the department of Facilities Management is working with a student who monitors the equipment and analyzes the data collected from each house. Results are weather normalized and compared with energy performance from previous years' billing statements. Students in each house are aware of the program, and have been given information about how to save energy, although there are no incentives to participate. Based on the outcome, realtime meters could be rolled out to all 600 campus-owned residences.

A letter of affirmation from an individual with relevant expertise:

[STARS letter - energy initiative.pdf](#)

The website URL where information about the innovation is available:

Supplemental

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

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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:

The campus compost program is introduced to the first year class through a no-waste picnic that is attended by all first year students.

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:

Residential Advisors are encouraged to include sustainability in their hall meetings and programs. They receive training in sustainability during their annual orientation.

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?:

No

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?:

Yes

Provide a brief description of the efforts:

A zero-waste lunch is scheduled.

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

Yes

Provide a brief description:

First Year students take a "first Flyer" class during orientation to introduce them to the setting and pace of college classes. These classes come from the entire range of disciplines on campus, and one or more deal with sustainability.

Food Education

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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?:

Yes

Provide a brief description:

Food choices and sustainable eating are discussed in several courses in the Sustainability Minor, and in our Living Simply and Sustainably mini-course.

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

Yes

Provide a brief description:

Dining Services puts out a range of educational materials about food and compost every year.

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

Yes

Provide a brief description:

Students attend a no-waste picnic during orientation.

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?:

Yes

Provide a brief description of the program:

Students in Sustainability Special Interest Houses have been encouraged to create and tend their own organic garden. This garden is currently in its second growing season.

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

Confinement-Free Food Purchases

Criteria

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

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

Vegetarian-Fed Food Purchases

Criteria

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

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

Hormone-Free Food Purchases

Criteria

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

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

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Dishware

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

Criteria

Institution provides details of the dishware its 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?:

Yes

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

No

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

No

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

No

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

Yes

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

No

Provide a brief description.:

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

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

Energy Use by Type

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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.:

92

The percentage of total electricity use from wind.:

0

The percentage of total electricity use from biomass.:

0

The percentage of total electricity use from natural gas.:

5

The percentage of total electricity use from solar PV.:

0

The percentage of total electricity use from geothermal.:

0

The percentage of total electricity use from nuclear.:

2

The percentage of total electricity use from hydro.:

0

The percentage of total electricity use from other.:

0

Provide a brief description.:

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

0

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

0

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

5

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

95

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

0

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

0

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

0

Provide a brief description.:

If cogeneration, please explain.:

Procurement

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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):

100

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?:

Bike Sharing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager

Facilities Management

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:

21

Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Endowment

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Responsible Party

Kurt Hoffmann

Environmental Sustainability Manager
Facilities Management

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) :

1

FTE staff on payroll:

1

FTE student intern/fellow:

0