Denison University
STARS REPORT

Date Submitted: March 23, 2016

Rating: Gold

Score: 67.41

Online Report: Denison University

STARS Version: 2.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

Table of Contents

Summary of Results

Score 67.41

Rating: Gold

Institutional Characteristics

b	Institutional Characteristics	0.00 / 0.00

Academics

b	Curriculum	26.09 / 37.00
b	Research	11.12 / 18.00

Engagement

b	Campus Engagement	16.80 / 20.00
b	Public Engagement	15.39 / 16.00

Operations

b	Air & Climate	4.95 / 11.00
b	Buildings	3.22 / 8.00
b	Dining Services	4.38 / 7.00
b	Energy	2.53 / 10.00
b	Grounds	3.50 / 4.00
b	Purchasing	4.39 / 6.00
b	Transportation	3.87 / 7.00
b	Waste	3.57 / 10.00
b	Water	3.82 / 7.00

Planning & Administration

b	Coordination, Planning & Governance	8.00 / 8.00
b	Diversity & Affordability	9.13 / 10.00
b	Health, Wellbeing & Work	3.50 / 7.00
b	Investment	0.05 / 7.00

Innovation

| b | Innovation | 3.00 / 4.00 |

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

Institutional Characteristics

Institutional Characteristics

Points Claimed   0.00

Points Available   0.00

The passthrough subcategory for the boundary

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

	Score	Responsible Party
	0.00 /	
	Total adjusted for non-applicable credits	
	Close	

Criteria

This won't display

Institution type (Associate, Baccalaureate, Doctorate, or Master's):

Baccalaureate

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No

Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Denison University is a private leading liberal arts college where faculty and students collaborate in research, civic engagement, & cultivation of independent thinking. Denison offers four year bachelors degrees.

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	

Close

Criteria

n/a

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

Endowment size:

773,500,000 *US/Canadian $*

Total campus area:

850 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

1,900,250 *Gross Square Feet*

Conditioned floor area:

1,831,650 *Square Feet*

Floor area of laboratory space:

45,788 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

7,500 *Square Feet*

Floor area of residential space:

600,674 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0.50
Coal	45.50
Geothermal	0
Hydro	1
Natural gas	16
Nuclear	34
Solar photovoltaic	0
Wind	2
Other (please specify and explain below)	1

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

Oil - 0.5%
Solar - less than 0.5%
Geothermal - less than 0.5%

Energy used for heating buildings, by source::

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

Electricity	1
Fuel oil	---
Geothermal	---
Natural gas	99
Other (please specify and explain below)	---

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

Data source(s) and notes about the submission:

We have a central heating plant that operates on gas and heats the vast majority of our campus. Some building have separate heating systems that also operate on natural gas. In a few circumstances we heat smaller spaces with electric heat and/or geothermal heat.

Academics and Demographics

Score	Responsible Party
0.00 /	

Total adjusted for non-applicable credits

Close

Criteria

n/a

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

Number of academic divisions:

5

Number of academic departments (or the equivalent):

29

Full-time equivalent enrollment:

2,151

Full-time equivalent of employees:

671

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,295

Total number of graduate students:

0

Number of degree-seeking students:

2,265

Number of non-credit students:

15

Number of employees:

754

Number of residential students:

2,119

Number of residential employees:

10

Number of in-patient hospital beds:

0

Data source(s) and notes about the submission:
Numbers submitted are from FY2015 - The 2014-2015 Academic Year.

Academics

Curriculum

Points Claimed   26.09

Points Available   37.00

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	Points
Academic Courses	10.13 / 14.00
Learning Outcomes	1.63 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	3.33 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
	Jeremy King
10.13 / 14.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,801	0
Number of sustainability courses offered	38	0
Number of courses offered that include sustainability	211	0

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

20

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

29

Number of years covered by the data:

Two

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

Sustainability Course Report Update May 2016.xlsx

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

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

http://denison.edu/forms/sustainability-focused-related-courses

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

Each year the Office of Sustainability tracks courses offered by the college and determines which are sustainability courses and which courses that include sustainability.

Included in this are periodic surveys to the faculty to assess content of these courses and whether they are sustainability courses or courses that include sustainability.

In nearly all cases faculty self-indentified courses they teach using this as a guide:

A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

Please go to:

http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html

for a list of these principles*

A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

In many instances multiple sections of the same course were not counted because some faculty teaching those courses did not self-identify.

How did the institution count courses with multiple offerings or sections in the inventory?:
Each offering or section of a course was counted as an individual course

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

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

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

Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Data source(s) and notes about the submission:

Only 3-4 credit hour courses are included in this inventory.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Learning Outcomes

Score	Responsible Party
1.63 / 8.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

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

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

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

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

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

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

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

106

Total number of graduates from degree programs:

520

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

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

Bachelor of Arts in Environmental Studies
Bachelor of Arts in Biology
Bachelor of Science in Biology
Bachelor of Arts in Geosciences
Bachelor of Science in Geosciences

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

Students graduating with a degree in Environmental Studies are required to take the following courses with sustainability learning outcomes to complete their major:

ENVS 101 People and the Environment
ENVS 102 Science and the Environment
ENVS 301 Junior Practicum Seminar
ENVS Senior Experience (either ENVS 401 Senior Project or ENVS 451-452 Senior Research)

Students graduating with a degree in Biology are required to take the following courses with sustainability learning outcomes to complete their major/minor:

BIO 230 Ecology & Evolution

Students graduating with a degree in Geosciences are required to take the following courses with sustainability learning outcomes to complete their major/minor:

GEOS 111 Planet Earth

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

http://denison.edu/academics/environmental-studies/degree-essentials

Data source(s) and notes about the submission:

The numbers reported are for the 2014-2015 academic year and include only those students eligible to graduate that year. In addition students minoring in a program are counted if the requirements of the minor include sustainability learning outcomes.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Environmental studies is an interdisciplinary inquiry into the relationship between humans and the environment. It draws on work in natural science, life science, social science, humanities and the arts, to help students gain a deeper understanding, both of the environmental problems facing the world and of proactive opportunities for change.

Denison's Environmental Studies (ENVS) Program features engaging courses, accomplished faculty, top-notch facilities, small class sizes, and unique research and internship opportunities all geared to help prepare students to become tomorrow's conservation leaders.

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

http://www.denison.edu/academics/departments/environmental/about.html

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

N/A

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

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

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

N/A

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

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

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

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

Yes

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

Environmental Studies

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

Environmental studies is an interdisciplinary inquiry into the relationship between humans and the environment. It draws on work in natural science, life science, social science, humanities and the arts, to help students gain a deeper understanding, both of the environmental problems facing the world and of proactive opportunities for change.

Denison's Environmental Studies (ENVS) Program features engaging courses, accomplished faculty, top-notch facilities, small class sizes, and unique research and internship opportunities all geared to help prepare students to become tomorrow's conservation leaders.

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

http://denison.edu/academics/environmental-studies/about-environmental-studies/about

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

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

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

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

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

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Graduate Program

Responsible Party

Jeremy King
Campus Sustainability Coordinator
Office of the President

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Immersive Experience

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

    And/or

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

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

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

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

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

Yes

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

Denison has a robust Study-Abroad/Off-Campus Study program. In recent years students have been afforded the opportunity to take advantage of immersive sustainability-focused experience that include the following programs:

Using the weblink below provide more in-depth descriptions of each program.

Australia, New Zealand
TROPICAL RAINFOREST STUDIES
Bolivia
MULTICULTURALISM, GLOBALIZATION & SOCIAL CHANGE
Bonaire
TROPICAL MARINE ECOLOGY & CONSERVATION
Brazil

SOCIAL JUSTICE & SUSTAINABLE DEVELOPMENT

Bhutan

HIMALAYAN ENVIRONMENT & SOCIETY IN TRANSITION

China

BEIJING ENVIRONMENTAL, CULTURAL & ECONOMIC SUSTAINABILITY

Costa Rica

MONTEVERDE SUSTAINABILITY & THE ENVIRONMENT

Costa Rica

SUSTAINABLE DEVELOPMENT STUDIES

Denmark

SUSTAINABILITY

Jordan

HEALTH & COMMUNITY DEVELOPMENT

Kenya

URBANIZATION, HEALTH & HUMAN RIGHTS

Madagascar

URBANIZATION & RURAL DEVELOPMENT

Mexico

MIGRATION, GLOBALIZATION & THE ENVIRONMENT

Mongolia

GEOPOLITICS & THE ENVIRONMENT

Nepal

DEVELOPMENT & SOCIAL CHANGE

New Zealand

CULTURE & THE ENVIRONMENT: A SHARED FUTURE

Panama

TROPICAL ISLAND BIODIVERSITY & CONSERVATION STUDIES

Peru

INDIGENOUS PEOPLES & GLOBALIZATION

United States

ENVIRONMENTAL SUSTAINABILITY - SCIENCE, PUBLIC POLICY & COMMUNITY ACTION

United States, Fiji/Somoa & New Zealand

SUSTAINABILITY IN POLYNESIAN ISLAND CULTURES & ECOSYSTEMS

United States, French Polynesia & New Zealand

OCEANS & CLIMATE

Vietnam

CULTURE, SOCIAL CHANGE & DEVELOPMENT

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

http://denison.edu/academics/off-campus/accepted-programs

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Sustainability Literacy Assessment

Score	Responsible Party
	Jeremy King
3.33 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

75

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

0

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

DSF April 2013 Post Test Survey Instrument (1).pdf

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

See notes below in the description of the assessments.

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

The sustainability pre/post test was developed at the institution-level through collaboration between Denison's Sustainability Office and Student Development. We examined instruments and question banks from various resources and selected items that we thought might provide us with an understanding of students' sustainability-related knowledge, behaviors and attitudes. In particular, the question asking them to define sustainability alone provided us with insight into how students were conceptualizing sustainability and whether they were understanding the term more broadly that just "green" initiatives. The survey was one of the tools developed to measure the effectiveness of Denison's Sustainability Fellows program.

In addition, Denison has intentionally used other instruments like EBI and CIRP/YFCY because in many ways, they can provide us with less biased respondents. Sending an email entitled "sustainability survey" might only garner the attention of sustainability-minded individuals. By turning to instruments with a broader focus, we have the potential to obtain feedback from a more representative student sample. These two surveys, however, are not included in the data reported for this STARS credit.

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

The pre and post test survey was administered annually to First Year students for three years by the Director of Research for Student Development to a representative sample of ~625 first year students each year. Surveys were conducted in Fall and Spring Semesters of 2012-2015. Over the course of three years this accounted for ~75% of our student population. The survey has a 100% assessment rating via a representative sample based on a 95% confidence level.

With a total of 1874 students in those three class years, the number of student responses from the survey needed to be at least 87 in order to have a 95% confidence in the answers being representative for total population. We received 326 responses (students who took both the pre and post test survey), therefore, the survey results are representative of those three class years of students based on a 95% confidence level.

Because over that three year period (as defined by the credit criteria for STARS) one class of students was never given the opportunity to be surveyed, we don't feel as though our assessment tool could be considered as a representative sample of 100% of our total student population even though we do believe that it accurately reflects all of our students' collective understanding of sustainability.

The other tools (not included in for this credit) were:

EBI: In April 2014, Residential Education & Housing administered the EBI Resident Assessment to a stratified random sample of the student body—randomly selecting 65% of students in each residence hall. The survey had a response rate of 34.1% and 440 students responded.

CIRP 2014: Of the 629 students, 576 participated in the survey, yielding a 92% response rate
YFCY 2015: In April 2015, first-year students were asked to complete the Your First College Year Survey. Of the 581 students, 253 participated in the survey, yielding a 43.5% response rate.

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

Results of the survey were evaluated by the Director of Research for Student Development, the Sustainability Fellows Coordinator, The Campus Sustainability Coordinator, and the Campus Sustainability Committee on an annual basis and are used to assess the ongoing efforts of the college to produce students who understand sustainability and the Triple Bottom Line.

Some highlights from the survey:

84.5% of our students defined organic correctly (as it relates to food, not Chemistry) in the post-test vs. 78.6% who did so in the pre-test.

When asked to define sustainability students scored on average 20% higher on the post-test vs. pre-test. They included social responsibility (people) in their responses 11.2% of the time; environment (planet) 73.8% of the time; and economics (prosperity) 26.2% of the time. Inclusion of the three components of the triple bottom line were the primary metric for scoring definitions.

96.9% report being aware of how and where to recycle on Denison's campus.

76.3% report knowing how and where to compost on Denison's campus.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Incentives for Developing Courses

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

Yes

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

Denison makes available a variety of professional development opportunities on a yearly basis for teaching faculty. The focus of these varies by year. In the past, some Denison teaching faculty have attended sustainability workshops sponsored through a consortium of colleges (Great Lakes Colleges Association) to which Denison belongs.

Denison also has the Denison Seminar Program which gives faculty the resources necessary to develop new unique courses that can and do include sustainability concepts.

Denison Seminars exemplify the best of the liberal arts, transcending the traditional boundaries of academic departments, programs and divisions, addressing interdisciplinary, extradisciplinary or integrative topics.

There are no prerequisites or other structural limitations; they carry GE credit; and the courses are designed to bring together small, diverse groups of students in a highly engaging academic experience. Many are team-taught by two faculty members from different disciplines, and most have an off-campus component.

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

Denison faculty are also given professional development funds each year that they can use at their discretion - this can and does include conferences and workshops related to sustainability and sustainability course development.

Often faculty receive stipends for workshops sponsored directly by the college.

Faculty who are developing Denison Seminar courses also can apply for funding to develop the courses.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Campus as a Living Laboratory

Score	Responsible Party
	Jeremy King
4.00 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:

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

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

Students in multiple degree programs conduct individual and/or course-related research related to air quality and climate change. Specifically, students in our ENVS program are required to do senior research/projects and many focus on climate related issues on campus.

In addition, the Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to buildings and efficiency. Specifically, students in our ENVS program are required to do senior research/projects and many focus on building related issues on campus.

Denison also has the Denison Homestead which is a living-learning laboratory for students that utilizes a number of sustainable building techniques.

In addition, the Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to dining services and sustainable foods. Specifically, students in our ENVS program are required to do senior research/projects and many focus on food related issues on campus.

In addition, the Office of Sustainability and our dining provider, Bon Appetit often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to energy and energy efficiency. Specifically, students in our ENVS program are required to do senior research/projects and many focus on energy related issues on campus.

In addition, the Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to air quality and climate change. Specifically, students in our ENVS program are required to do senior research/projects and many focus on climate related issues on campus. In addition, many of our Geosciences and Biology students conduct research in our 350-acre biological reserve.

Denison has both an on campus arboretum and multiple "no-mow" or "grow" zones on campus that are also used by students and faculty alike for educational purposes.

The Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to purchasing. Specifically, students in our ENVS program are required to do senior research/projects and many focus on purchasing related issues on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to transportation. Specifically, students in our ENVS program are required to do senior research/projects and many focus on transportation related issues on campus including bike shares, car shares, and public transportation

In addition, the Office of Sustainability, Administrative Services and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Many in multiple degree programs conduct individual and/or course-related research related to waste and recycling. Specifically, students in our ENVS program are required to do senior research/projects and many focus on waste and recycling related issues on campus.

In addition, the Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to water and water quality. Specifically, students in our ENVS program are required to do senior research/projects and many focus on water related issues on campus.

In addition, the Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Denison has a system of shared governance. Our student government is one such example of this.

In addition students serve on nearly all campus governance committees including the Campus Sustainability Committee. This committee is responsible for developing, implementing and evaluating the campus sustainability plan.

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

Denison has gone through great effort over the last 20 years to increase diversity on campus both among its students and its faculty. Diversity is at the core of who we are as a community and many of our courses and associated research opportunities encourage students

to explore issues of diversity and affordability on campus and beyond.

The Office of Multicultural Student Affairs provides opportunities for many of our students to work on and study issues of diversity and affordability as well.

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

Students in multiple degree programs conduct individual and/or course-related research related to air quality and climate change. Specifically, students in our ENVS program are required to do senior research/projects and many focus on climate related issues on campus.

In addition, the Office of Sustainability and Facilities Services often employ students to study certain aspects related to this topic on campus.

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

Students in multiple degree programs conduct individual and/or course-related research related to air quality and climate change. Specifically, students in our ENVS program are required to do senior research/projects and many focus on investment related issues on campus. In addition, many students in our Economics Department choose to study sustainable investment and the college's investment strategy.

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

Denison's mission is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in the liberal arts, which fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and directed toward an engagement with the central issues of our time.

To this end, many of our courses and associated research opportunities encourage students to explore issues of public engagement on our campus and beyond.

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Research

Points Claimed 11.12

Points Available 18.00

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

Credit	Points
Academic Research	8.12 / 12.00
Support for Research	3.00 / 4.00
Access to Research	0.00 / 2.00

Academic Research

Score	Responsible Party
8.12 / 12.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

28

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

233

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

12

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

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

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

Biology
Dr. Rebecca Homan
Dr. Warren Hauk

Chemistry
Dr. Annabel Edwards
Dr. Jordan Katz
Dr. Joe Reczek

Communications
Dr. Lizbeth Lipari
Dr. Jeffrey Kurtz
Dr. Hollis Griffin

Economics
Dr. Quentin Duroy
Dr. Fadhel Kaboub

Education
Dr. Emily Nemeth
Dr. Karen Graves

English
Dr. James Weaver
Dr. Linda Krumholtz

Environmental Studies
Dr. Abram Kaplan
Dr. Olivia Aguilar
Dr. Doug Spieles
Dr. Ahmed Soleman
Dr. Justine Law

Geosciences
Dr. Tod Frolicking
Dr. David Greene
Dr. Kevin Harrison

Philosophy
Dr. Jonathan Maskit
Dr. Steven Vogel

Political Science
Dr. Paul Djupe

Religion
Dr. David Woodyard

Sociology & Anthropology
Dr. Russell Shekha
Dr. Mary Tuominen

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

Faculty either self-identified as doing sustainability research or through analysis of their research, were identified by the Office of Sustainability and the Campus Sustainability Committee.

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

Dr. Steven Vogel published the book: Thinking like a Mall: Environmental Philosophy after the End of Nature.

The website URL where information about sustainability research is available:

Data source(s) and notes about the submission:

Total faculty is calculated using the FTE for faculty. Individual faculty members conducting research are only considered if they teach a full course load/are full time faculty regardless of whether they are tenure, tenure-track, visiting, or adjunct.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Support for Research

Score	Responsible Party
	Jeremy King
3.00 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

Yes

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

The Environmental Venture Fund was created in 2010. The fund supports individuals (faculty, staff, and students), as well as, organizations that wish to improve the environmental state of Denison's campus, but lack the financial means to do so. Students, faculty, staff and organizations are encouraged to submit grant proposals for projects have funding needs from $100 to $5,000.

Environmental Venture Fund projects can be researched based and/or pilot projects to test sustainability-related ideas.

One currently funded project involves testing various organic weed control means on campus. This project was award to a faculty member and a student who are collaborating on the research.

In addition to the Environmental Venture Fund, Denison encourages all of its students to conduct senior research and provides resources to enable students to do this. There is no requirement that this research be sustainability-related, nor is sustainability-related research excluded. Students in our ENVS program almost exclusively do their research on sustainability-related topics.

The college offers numerous summer research scholarships in both the sciences and humanities - many of which end of going to students doing sustainability research.

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

http://denison.edu/academics/research

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

Yes

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

The Environmental Venture Fund was created in 2010. The fund supports individuals (faculty, staff, and students), as well as, organizations that wish to improve the environmental state of Denison's campus, but lack the financial means to do so. Students, faculty, staff and organizations are encouraged to submit grant proposals for projects have funding needs from $100 to $5,000.

Environmental Venture Fund projects can be researched based and/or pilot projects to test sustainability-related ideas.

One currently funded project is being conducted by a faculty member and a student and is testing various organic weed control methods for campus to see which might be viable moving forward. The Venture Fund supplied equipment for the project: blacklight, soil meter, sprayer, detergent, vinegar, and other related supplies.

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

http://denison.edu/academics/provost/professional-development/professional-development

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

No

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

Scholarship and creative achievements are both valuable in their own right and instrumental to good teaching. Scholarly achievements are not only measures of a faculty member's continuing involvement in a field of study or artistic endeavor, but also sources of curricular strength and renewal for the institution. Engaging in scholarship is vital to the continued intellectual and professional growth of a faculty member. Scholarship is also vital to teaching because it informs the subject matter of courses and establishes the faculty member as a model from whom students learn.

The candidate's body of scholarship should flow from a vision of scholarly growth which should be discussed in the professional statement. This body of scholarship should reflect a degree of originality in the generation, application, or reinterpretation of concepts, methods, or creative works. The body of scholarship should reflect the activity of an informed and lively intellect and talent that may be read with interest by the candidate's peers beyond Denison and possibly employed in their own work. The issues addressed should be important ones, and the contributions candidates make to their field should be significant and intellectually sound.

A successful candidate for tenure will be expected to have demonstrated a sustained scholarly effort, as well as scholarly ability by producing a professionally reviewed body of scholarship in the form of publication, performance, exhibition, or other final form usual to the discipline. Evidence may include the continuation or completion of scholarly activity that was begun prior to the candidate's

employment at Denison; however, there must be a clear demonstration of continued scholarly activity, growth, and productivity while a faculty member at Denison. The tenure review process includes an evaluation of the candidate's scholarship or creative work done by persons not associated either with the candidate or with Denison.

Candidates for reappointment at the third year must demonstrate progress toward meeting the above standard for tenure at the sixth year. Works in progress beyond the dissertation may be sufficient to demonstrate progress toward tenure at the time of the third year review, but are not in themselves adequate for tenure.

Professionally reviewed scholarship and creative works are the most important indicators of scholarly achievement and are essential for tenure. Examples of these may include: scholarly articles, monographs, book chapters; published short stories, poetry, and novels; translations, critical editions, and interpretive anthologies and textbooks; published or recorded music; performances and exhibitions; original work in performing, dramatic, or visual arts; original computer software; and peer reviewed grant proposals.

Other forms of scholarship and creative works may be reported as additional evidence of scholarly activity, for example: book reviews; technical reports from consulting projects; papers presented at professional meetings; and non-peer reviewed grant proposals.

These examples are neither all-inclusive nor exclusive. In every instance, the quality and extent of the scholarship or creative works are most important.

Contributions to the Other Purposes of the College.

As a residential liberal arts college dedicated to educating the whole person, Denison depends upon its faculty to contribute to the life of the College not only as teacher/scholars but also as members of the community. In the extent and quality of their contributions to the College, faculty serve as models for colleagues and students of civic engagement, promote participation in thoughtful public discourse, and exemplify the ability to see individual and departmental interests through the lens of institutional needs. These other contributions to the College have the effect of increasing the overall sense of connectedness within the community: connecting students to the College, colleagues to one another, and the College to the larger world of academe. In doing so, they strengthen the community and promote both unity and diversity. For these reasons, other contributions to the College constitute a third and important criterion for contract reappointment, tenure, and promotion.

Faculty members are expected to engage in ongoing service to the College, which may include service to the discipline or the profession. This service should expand in breadth and depth throughout the career in ways that complement the unique talents of the faculty member. Thus, while the beginnings of a record of service would suffice for reappointment, a more significant record of service would be expected for tenure, and an even more significant record of service would be expected for promotion to professor.

These contributions may take many forms. Active engagement with the department and the College are expected of all colleagues. For this reason, all faculty members are expected to attend department meetings and meetings of the College faculty. Faculty serve their departments in such ways as participating on departmental committees, participating in faculty searches, serving as department chair, advising departmental student groups, and attending and participating in other departmental events. Faculty are expected to contribute to the College in such ways as serving on committees in the governance system, serving on ad hoc committees and task forces, serving on interdisciplinary program committees, attending and participating in admissions events, advising student organizations, and representing the College in various consortial roles, such as on GLCA committees. Faculty members also serve their disciplines and the profession in such ways as serving on editorial boards, prize committees, and review boards and serving in leadership roles in professional organizations. Faculty also serve their communities in such ways as holding elected office and serving on the boards of community agencies and non-profits. Such community service is particularly valued when colleagues lend their professional expertise to help meet civic needs.

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

http://denison.edu/forms/faculty-handbook

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

Yes

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

Denison created the new Teaching & Learning Center within our Library in 2015. This new center focuses on faculty professional development and provides numerous resources and opportunities for faculty to engage in sustainability research and learning endeavors.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Access to Research

Score	Responsible Party
0.00 / 2.00	

Criteria

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

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

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

Engagement

Campus Engagement

Points Claimed 16.80

Points Available 20.00

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

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

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.80 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	**Jeremy King**
	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

2,265

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

Denison Sustainability Fellows

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

2,265

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

The Denison Sustainability Fellows Program trains student leaders who model and promote environmentally and socially responsible behaviors in the residence halls and other university facilities by educating their peers and getting engaged in hands-on activities that benefit the whole campus community. This program at Denison represents a unique collaboration between The Office of Residential Education and The Office of Sustainability.

Activities:

• RecycleMania
• Operation Move-Out & Operation Move-In
• Water Wars & Energy Wars
• Conduct sustainability tours on high visitor days: Parents Weekend, Alumni Weekend, etc
• Develop an environmental social change workshop for a weekend, right before/after school gets out, and/or within a residence hall on a weekend.
• End of school year paper drive to capture items that students would normally throw away.
• Linking up with outdoors clubs for events like hiking.
• Linking talks/events with departments e.g. speaker about how the politics of climate change with poli sci department or whether or not it is financially beneficial to retrofit a business with the math/econ departments.
• Potluck + talk
• All local meal in dining hall or residence hall once a month
• Sustainability related movie screened in the residence hall common room
• Light bulb exchange: students can trade out an incandescent light bulb with a CFL
• "Green Leaves Program"- Students who meet certain requirements get a sign to display on their door. Requirements could be that they have displayed recycling or other environmentally friendly habits. Idea could also be translated to be for a room, rather than just one person, where the whole room is "green certified."
• Plastic bag recycling
• Residence hall trash & recycling sort
• Ecofair - different events , but in place of tickets, students must donate a recyclable
• Water taste test- students have to guess if the water they are testing is from bottle, tap, or filtered tap.
• Black out: encourage students to turn out lights, and meet outside for s'mores/hot chocolate
• Intrahall clothing swaps/stuff swaps
• Cooking activity- partner with PEAS and/or dining services. This could possibly have a focus on fresh food, like the vegetables that would be found in a CSA box.
• See if fellows could partner with DUFTA and initiate an activity explaining the difference between Fair Trade and conventional products
• Cultural activity with La Fuerza Latina, Asian Culture Club, BSU or other group
• Residence hall sponsored community service event- habitat for humanity, food/soup kitchen- partnering with current service learning projects.
• Exercise programs, group runs or bike rides/ workshops on ways to get in shape. Maybe partner with someone in Mitchell. Inter dorm competitions- kickball, capture the flag, sand volleyball.
• Career Services workshops on graduate school and job opportunities for after graduation.
• Dinners with professors, similar to Gilpatrick's Chowder Hours.
• In General more interaction between students and professors outside of the classroom.

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

Students must submit applications to serve as Sustainability Fellows. These applications are reviewed by the Campus Sustainability Coordinator, The Student Coordinator of the Fellows Program, the Director of Residential Education and the Assistant Director of Residential Education, who also Coordinates the Fellows program. After this initial review, applicants are selected to participate in group interviews and then selected.

Sustainability knowledge is preferred but not required for students. The program encourages students from all areas of academic and co-curricular areas to apply.

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

Fellows come to campus prior to the start of the semester to receive formal training from the Assistant Director of Residential Education and the Sustainability Coordinator. This training takes place over three days. Additional training occurs right after Winter Break.

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

The College has one FTE that coordinates the program. In addition, Fellows are paid $250/semester. An additional $10,000 per year is devoted towards programming and evaluation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

annually:

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

https://www.facebook.com/DenisonSustainabilityFellows/

Data source(s) and notes about the submission:
Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Student Orientation

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

100

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

The college sends out a resource book for all incoming students. This book now includes a section on campus sustainability. June Orientation and Residential Life Staff receive training on campus sustainability as well to help educate and inform all new students on campus initiatives and procedures regarding sustainable practices.

In addition, Denison offers a number of Pre-Orientation trips in August for new students. Three of them have a direct sustainability component: Denison Sustainable Farm Orientation, Denison Outdoor Orientation, and Denison Service Learning Orientation.

Through our Sustainability Fellows program, First-Year students are exposed to sustainability from the first day of move-in. The Fellows present in the first residence hall meetings.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Student Life

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

	Yes or No

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

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

The DU Green Team was founded by Environmental Study students of the class of 2006 . It works to promote environmental awareness on campus. Activities include a Recyclable Fashion Show, Earth Day Mania, and speakers from both the Denison faculty and national organizations. Students are creating the DU Green Guide complete with resources and information on a variety of environmental topics and consumer choices. We hope to promote and educate the Denison community about sustainable living.

VEG is a vegan advocacy student group on campus that organizes our meatless Monday (called Mindful Mondays) campaign in the dining hall as well as hosts a yearly documentary series.

Thanks to a grant from the city of Newark, Denison students work with youth who are mandated by Juvenile Court to do community service all summer, planting, weeding and watering a cooperative garden called the Helping Hands Garden of Hope. Harvesting takes place in the fall, and the food is distributed to a local food pantry. The winter months are spent planning for the next year, and preparing start-up gardening kits for the residents surrounding the garden. These involved Denison students also help encourage local agencies and neighbors to participate in 6th Street and Growing Community Garden.

The Denison University Student Farmworker Alliance is a group focused on activism around farmer worker rights and Fair Trade foods.

The website URL where information about student groups is available:

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

The Campus Community Garden was started in March of 2010 through a John R. Hunting Venture Fund Grant. Coordinated by a Denison Professor, the garden consists of thirty 24 x 4 raised beds. Students, faculty, and staff are all able to participate and to date the garden has over 100 active participants.

Denison has partnered with a local farm to offer a Denison specific CSA for students, faculty and staff. All members of the community are invited to go out to the farm to help with farm chores - though it isn't a requirement of being part of the CSA.

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

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

The Bandersnatch, located in Huffman Hall (next to the Dining Hall entrance), functions as a alternative social outlet for all of Denison's student body. The coffee shop is run by students and has recently received grants from the John R. Hunting Sustainability fund to make their operations "more green". This includes more reusable dishware, and recycled "to go" containers. Also, the "Snatch" is working to promote student awareness for recycling and reusing and encouraging students to bring their own coffee mugs and beverage containers for a beverage purchase at a reduced rate.

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

A brief description of the sustainable investment or finance initiatives:

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

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

Every year, campus academic departments bring in speakers, lecturers and performers - many of whom have direct connections to sustainability. In addition to these, some recent highlights include:

In conjunction with the 2009-2010 Campus Theme: Consumption, Denison has hosted a myriad of speakers within the past few years related to Sustainability. Julian Keniry, Michael Pollan, Annie Leonard, Juliet Schor, Stephen Marglin, Curt Ellis, Paul Rozin, Robert Kenner, and others. There has also been a film series related to sustainability – Film showings of Big River, Food Inc., Crude, King Corn and The Story of Stuff.
In 2011-2012, Denison hosted a series of community forums on hydraulic fracturing that were attended by not only the Denison community, but also by the residents of Licking County, Ohio.

In 2013-2014 Majora Carter was a keynote speaker (she spoke at AASHE 2012) and our campus museum hosted the Smithsonian Green Rev exhibition.

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

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

The Denison Museum host exhibitions year round with many having a sustainability-related focus. In 2014, Denison hosted a Smithsonian Green Rev exhibition that included works developed by students on campus. In addition, an academic course focused on curating the exhibition.

Our performing and visual arts departments often bring in artists and have performances that are sustainability related.

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

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

The Denison Outing Club provides students with an opportunity to take part in outdoor activities away from school. The club typically runs events throughout the fall and the spring. Some of these events include mountain biking, backpacking, caving, hiking, kayaking, and

canoeing. Most of the weekend activities take place in West Virginia, Kentucky, Ohio, and Pennsylvania. The first major trip of the year is during the newly created fall break, where they spend four days hiking through some of the best fall foliage the east coast has to offer. In addition, spring break gives students an opportunity to explore some of America's more remote wilderness areas in states such as Arizona, Utah, New Mexico, Texas, and Georgia.

As part of its First Year Student Orientation, Denison coordinates an outdoor orientation program whereby incoming students submit essays and applications to be considered for this experience. Led by a group of faculty and staff, this orientation program teaches leadership, teamwork, self-reliance, and problem-solving while taking students on a 3 day hike through the West Virginia wilderness. Issues of sustainability and environmental responsibility are also addressed during the orientation.

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

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

Denison University seeks to engage our students intellectually and creatively from their first days on campus. Our annual campus theme expands an intellectual theme throughout the year through lectures, arts and community service events, book discussions, and co-curricular experiences.

The 2013-2014 campus theme was "Real Utopias" and examined to to build sustainable societies and global communities.

The 2012-2013 theme "Creativity & Courage" while not having direct connections to sustainability, did have numerous functions with indirect ties to sustainability.

The 2011-2012 theme "Migrations" had strong connections to social issues and social justice.

The 2010-2011 theme "Technology & Community" had limited connections to sustainability.

Our 2009-10 campus theme, "Consumption" sought to engage the issue of human consumption at both the broadest and most particular levels, including subjects such as food, production, media, natural resources, health and health care, education and distribution of resources. The year-long theme was book-ended with consideration of "Consumption" with two renowned public intellectuals – Frances Moore Lappe and Michael Pollan – who speak to the issue of consumption as it relates to food. Through their work, we explored how food serves as a lens through which we understand complex questions about identity, community, consumption, and power. What we eat, how we prepare and gain access to food, with whom we break bread, and who is included and excluded at the table significantly affect our understanding of these issues. In addition to these keynote lectures, we considered our consumption habits in terms of cultural consumption, the global economy, war and genocide, and environmental sustainability.

"Consumption" theme:
It may be said that our habits of consumption are mirrors of our selves. As the momentous economic disruptions of this past year have signaled, our future lives will present
profound challenges, especially as regards the ways we think about and access the resources available to us. Our campus-wide theme in 2009-10 engages the issue of human consumption at both the broadest and most particular levels, including subjects such as food, production, media, natural resources, health and health care, education and distribution of resources.

The 2008-09 theme "Urbanscapes," was created around a couple programs about the "green city" and brought a green architect, Sim Van der Ryn, as well as David Rusk, former Mayor of Albuquerque, who discussed economic sustainability in cities. There was a program featuring Karl Sandin's work with Newark on developing urban landscapes that are economically and environmentally viable neighborhoods. In all of these programs, our interpretations of sustainability were broadened to include environmental as well as

economic development issues.

In 2007-08, the theme "Hum|an|imal" dealt with the myriad relationships between human and non-human animals. Our Opening Convocation speaker, Robert Sapolsky, addressed the sustainability of the Western diet, looking at its effects on us as well as the primates who access it in garbage dumps. He discussed many other things, too, but I know that diet and stress disorders (i.e. the sustainability of our Western lifestyle) came up repeatedly.

*The Campus Theme concept was discontinued in 2014-2015

The website URL where information about the theme is available:

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

Denison makes available one residence hall room to show on its Admissions tour. This room has been remodeled to include energy-saving lighting and equipment. It also displays a number of items that highlight opportunities for students to engage in sustainable activities on campus. The room is open every day and current Denison students are also able to visit the room to learn about ways they can green up their own room on campus.

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

A brief description of sustainability-focused student employment opportunities:

Denison employs Sustainability Fellows through the Office of Sustainability. Anywhere from 4-15 students are employed each year to do outreach work across campus.

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

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

Each year at Denison's Commencement ceremony, hundreds of graduating students don green ribbons signifying that they signed the Graduation Pledge of Social and Environmental Responsibility.

On Denison's campus, both the Environmental Studies Senior Fellows and the Office of Sustainability coordinate the program.

The pledge states, "I pledge to explore and take into account the social and environmental consequences of the decisions I make in my personal life and the actions I take in my professional career. I will strive to continually better my community and the global society in which I live."

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

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Outreach Materials and Publications

Score	**Responsible Party**
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The website hosts information about the University's commitment to Sustainability, Campus Sustainability Committee, Student Campaigns, Campus Sustainability Audit, Buildings and Grounds, Recycling and Waste, Dining and Food, Education and Research, and Campus Initiatives. The website is maintained and developed by both the Sustainability Coordinator and University Communications.

The website URL for the central sustainability website:

http://denison.edu/campus/green

A brief description of the sustainability newsletter:

The Newsletter is a 2-3 page quarterly publication. It is developed by the Sustainability Coordinator and published electronically as a PDF. Links to newsletters are sent via campus email and an archive is maintained on the Sustainability website.

Typically Newsletters have the following components:

1) Listing of upcoming sustainability-related events
2) Quotes related to sustainability
3) A general article relating to some aspect of sustainability
4) A feature on a Denison community member and their efforts to be more sustainable and/or lead efforts on campus
5) A feature on a student group, academic department, and or campus office and what they are doing to be more sustainable
6) Links to jobs and internships related to sustainability
7) Updates on events that have already occurred or will occur on campus.
8) A Q & A Section related to general questions and concerns that people have on campus about sustainability.

The website URL for the sustainability newsletter:

http://denison.edu/campus/green/ways-to-get-involved/read-the-greensheet

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

The Office of Sustainability maintains the Go Green Big Red Facebook page and DUSustain Twitter Account.

The Campus Sustainability Fellows maintain the Denison Sustainability Fellows Facebook page and Twitter Account.

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

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

All summer student research on campus is presented in a series of open poster presentations at the beginning of the academic year. Students doing independent research and senior research also present in formal presentations within their respective departments.

Senior research is archived in the Denison Library.

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

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

Both Barney-Davis Hall (Renovated 1996) and Cleveland Hall (Renovated 2009 to LEED Gold Standards) have signage that indicates the sustainable practices used in various components of the building.

Chamberlin Hall, Trumbull Natatorium, and the Mitchell Center all of which are LEED Gold have limited signage about green features.

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

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

Bon Appetit and its staff develop signage for dining areas and catered events that highlight local, organic, and sustainable foods that are being served. These signs often highlight the local farms and producers who provide the food or ingredient.

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

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

Denison implemented no-mow areas in the Spring of 2015. These areas are called "Grow Zones" and include signage about the ecological benefit of not cutting the grass.

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

A brief description of the sustainability walking map or tour:

The Self-Guided Sustainability Walking Tour of campus highlights ten sites on campus that are focal points for Denison's sustainability initiatives. These include: Community Garden, Dining Halls, Composting Site, Solar Panels, Barney-Davis Hall (Home of the ENVS Program), Bryant Arts Center (LEED Gold), Office of Sustainability, Recycling Barn, The Homestead (Alternative Living for Students), and The Biological Reserve.

The website URL of the sustainability walking map or tour:

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

We have an online (not public access) ride board for students to use. The Office of Sustainability also maintains a site by which faculty and staff can be linked up with each other to form carpool groups.

Denison also utilizes Enterprise CarShare on campus.

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

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

N/A

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

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

A university is defined by the students, and the students define the values of a university. At Denison, there is a plethora of different ways undergraduates can become involved in creating an environmentally conscious community. Many of these ways include lifestyle choices. The Office of Sustainability lists on its website the ways students can live more sustainably on campus.

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

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

Each year a student reporter is assigned sustainability as a topic. Generally the weekly paper will run sustainability-related articles 5-6 times a year.

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

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

The Environmental Studies Program produces a newsletter, entitled Environmental Issues each semester that details research and events surrounding the program. Much of content is related to sustainability issues and themes.

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Outreach Campaign

Score	Responsible Party
	Jeremy King
4.00 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
RecycleMania, Composting, and International Day of Climate Action

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

RecycleMania is a national competition that the college participates in annually. The competition/campaign raises awareness of waste and recycling issues on campus and beyond. There are numerous educational and outreach activities that are conducted over a 10 week period including a campus trash sort and trash tower.

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

During RecycleMania Denison increased its campus recycling rate by approximately 10%. In the competition Denison finished 36th nationally and 2nd in Ohio.

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

The name of the campaign (2nd campaign):
Campus Sustainability Day and The Campus Sustainability Pledge

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

Campus Sustainability Day is a day of activities and a festival aimed at highlighting all aspects of sustainability on campus. Part of this event includes a sustainability pledge that all members of the campus community can sign. The text of the pledge changes each year and focuses on critical aspects of sustainability that everyone can engage.

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

Each year over 200 people on campus participate in Sustainabilty Day and over 300 people sign the sustainability pledge.

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

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

Employee Educators Program

Score	Responsible Party
	Jeremy King
0.00 / 3.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

Employee Orientation

Score	Responsible Party
	Jeremy King
0.80 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

80

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

The Sustainability Coordinator goes over campus sustainability issues and initiatives at all new employee orientations except teaching faculty orientation. Topics covered include recycling, energy consumption, participation/involvement, water conservation, and general sustainability-based activities on campus.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Staff Professional Development

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Through a partnership with Career Growth Institute, Denison offers an Environmental Awareness training called - EarthSense. Below is a description of the course:

Environmental Awareness "Being green" is a priority for many countries, organizations, and individuals as we address the challenge of global warming and pollution. This program is designed to create environmental awareness and educate employees and managers on achieving sustainable business practices. Learn what you can do to help protect the plant's natural resources by examining your current practices at work and at home and finding ways to adjust your habits to be more eco-friendly.

Objectives:
• Understand the environmental issues
• Eliminate business practices and individual behaviors that are not eco-friendly
• Identify the benefits to the organization's image and bottom line
• Identify sustainable practices in all of your environments

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Public Engagement

Points Claimed 15.39

Points Available 16.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	Not Applicable
Community Service	4.39 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

	Score		Responsible Party

<div>

Score

3.00 / 3.00

Responsible Party

Jeremy King
Campus Sustainability Coordinator
Office of the President

</div>

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

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

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

Garden of Hope: "Denison students work with youth who are mandated by Juvenile Court to do community service all summer, planting, weeding and watering a cooperative garden" in nearby Newark, Ohio. (

http://www.denison.edu/campuslife/servicelearning/helping_hands_garden_of_hope.html

)

Denison students volunteer with local second graders at the Spring Valley Nature Center in Granville.

During a trip over Spring Break students work at a nature reserve in Georgia.

The Office of Sustainability helps coordinate a local citizen solar cooperative whereby members/participants help to install solar panels on each others' homes.

The Office of Sustainability sponsors Sustainable Agriculture Workshops for the college and local community.

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

Yes

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

Denison has partnered with United Way of Licking County and a number of other local entities to conduct a community blueprint needs assessment. This project started in 2014 and is ongoing. Denison has contributed financially to this process as well as provided numerous faculty and staff to serve on committees and working groups.

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

Yes

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

Denison is a partner in the Newark Canal Market District. This revitalizing project in downtown Newark, Ohio will be an outdoor covered farmers' market, public event space, and food hub. Along with Denison, the City of Newark, Licking Memorial Hospital, Bon Appetit, the Farm Bureau, and the TJ Evans Foundation are collaborating partners.

Denison's Environmental Studies Junior Practicum class has taken on various aspects of this project as their course focus for the last two semesters and multiple students have focused senior projects on the Canal Market District.

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

The website URL where information about sustainability partnerships is available:

http://www.denison.edu/campuslife/servicelearning/helping_hands_garden_of_hope.html

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Inter-Campus Collaboration

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

Yes

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

Denison is a leader in energy-effiency and green revolving loan funds. The college has put together a series of documents and presentations to assist other schools that are pursing the development of green revolving funds.

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

Great Lakes Colleges Association
University Clean Energy Alliance of Ohio
Ohio Board of Regents
Ohio Sustainability Professionals Listserv
Association for the Advancement of Sustainability in Higher Education
Sustainable Endowments Institute - Billion Dollar Green Challenge
ACUPCC

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

Denison has taken the lead in organizing annual meetings for sustainability leaders at the GLCA schools to get together to talk about issues at their respective campuses. In addition, Denison organized the first GLCA Sustainability Summit that included students, faculty, and staff from GLCA schools.

Denison has partnered with Kenyon, Oberlin, Wooster and Ohio Wesleyan to create the Ohio Five Consortium. Collectively, these schools work to maximize efficiency across campuses by sharing resources and in some cases personnel.

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

Data source(s) and notes about the submission:
Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Continuing Education

Responsible Party

Jeremy King
Campus Sustainability Coordinator
Office of the President

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Community Service

Score	Responsible Party
	Jeremy King
4.39 / 5.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,785

Total number of students :

2,151

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

Yes

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

40,812

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

No

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

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

Yes

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

The University encourages all employees to be engaged in community service and makes every effort to provide flexible scheduling to accommodate these activities.

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

http://denison.edu/campus/get-involved/service-opportunities/alford-center

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Community Stakeholder Engagement

Score	Responsible Party
2.00 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

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

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

And

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

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

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

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

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

Yes

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

Denison includes community stakeholders in nearly all of its planning processes from Campus Master Planning, to Strategic Planning, to the development of new courses, initiatives, and programs.

Denison participates in regularly scheduled joint communication meetings with the local school district, village officials, police, and fire.

Denison actively encourages faculty and staff to volunteer with local organizations, serve on leadership boards, and leverage Denison resources to better the community as a whole.

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

Denison continually looks for ways to identify and engage community stakeholders. Below are some examples of this work:

Denison's Alford Center for Service Learning exists to support and collaborate with students, faculty, and staff as they actively engage in service and interact with people in our local Licking County community and beyond, through our partnerships with community-based organizations and with local schools as we work together to address community needs and issues. The Alford Center develops and sustains opportunities and projects with community partners while also advancing student learning and development through intentional, reflective service. Our community partners enhance student learning about relevant social issues, and through service, students have opportunities to learn about and engage in community and civic affairs in meaningful and substantive ways.

List of identified community stakeholders:

Local School Districts (Public and Private)
Project Main St.
Flying Colors
United Way
Food Pantry Network
St. Vincent DePaul
Salvation Army
Newark Think Tank on Poverty
South Newark Civic Assocation
Ohio State Newark
COTC Newark
City of Newark
Village of Granville
City of Heath
Granville Township
Licking County Foundation
T.J. Evans Foundation
Granville Chamber of Commerce
Licking County Chamber of Commerce
Licking County Department of Health
YES Club
Licking County Libraries
Kendal at Granville
The Works
A Call to College
Multiple Faith Based Groups and Churches

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

The Alford Center held a workshop for local stakeholders to identify ways that Denison can better serve the community and organizations through service learning.

The Office of the President engaged many community stakeholder groups to identify ways that Denison can be a partner in economic growth and sustainable development.

Denison will be opening a community art space in Downtown Newark to help highlight the importance of art in community development. This project was the result of multiple years of planning and discussion with a number of community stakeholder groups.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

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

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

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

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

Yes

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

Denison has been a continued advocate for local zoning ordinances that would permit residential and commercial solar installations.

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

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Trademark Licensing

Score	Responsible Party
2.00 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

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

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

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

No

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

Yes

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

No

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

Points Claimed 4.95

Points Available 11.00

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

Credit	Points
Greenhouse Gas Emissions	3.95 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
3.95 / 10.00	**Jeremy King**
	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Denison collects data from utility bills and uses conversion factors provided by the US EPA for our region to determine GHG emissions. In addition, Denison utilizes the Clean Air Cool Planet GHG calculator as a comparison.

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

Yes

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

The Sustainability Committee operates independently of the Office of Sustainability and Facilities Services. This entity validates and verifies this data which is shared with them by Facilities Services.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	6,906 *Metric Tons of CO2 Equivalent*	12,718 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	14,537 *Metric Tons of CO2 Equivalent*	13,807 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

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

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

The College has a voluntary carbon offset program. Employees and students of the College can make a donation to offset their carbon related to trips. These donations will go directly toward planting new trees at the Denison University Biological Reserve and new trees for the Campus Arboretum.

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,119	2,021
Number of residential employees	10	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,151	2,099
Full-time equivalent of employees	671	576
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2014	June 30, 2015
Baseline Year	July 1, 2004	June 30, 2005

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

The 2005 baseline year is the year we used when signing the Presidents' Climate Commitment and it represents one of the first years where we have complete and accurate GHG data for the college.

Gross floor area of building space, performance year:

1,900,250 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	45,788 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	7,500 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	2,151 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

Utilities 2004-2015.xlsx

The website URL where the GHG emissions inventory is posted:

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

Denison made the decision to stop burning coal in its central heating plant at the start of the 2014 academic year.

In 2011 Denison developed its first green revolving loan fund and to date has completed 70 energy efficiency projects and invested over $2 million into the fund.

Data source(s) and notes about the submission:

Gross floor area is 1,900,250 square feet and includes a parking garage. Conditioned floor area is 1,831,650 square feet.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Outdoor Air Quality

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

The college has a no idling policy for all of campus.

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

Yes

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

Denison maintains an inventory of all of its stationary sources of air emissions which include boilers and generators. Denison hired a company to do an analysis of each source including emissions per hour of use.

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

	Weight of Emissions
Nitrogen oxides (NOx)	6.16 *Tons*
Sulfur oxides (SOx)	0.04 *Tons*
Carbon monoxide (CO)	5.07 *Tons*
Particulate matter (PM)	0.46 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0.00 *Tons*
Hazardous air pollutants (HAPs)	0.11 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *Tons*

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

Denison eliminated the use of coal at its central heating plant in 2014. Prior to this, coal was the primary fuel source used to heat the campus. Denison now operates two natural gas boilers at the central heating plant which has significantly reduced emissions.

Denison also developed processes to shut down buildings over the winter break and other breaks to eliminate unnecessary use energy in unoccupied spaces.

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

Data source(s) and notes about the submission:

Inventory of stationary sources of combustion is available upon request - we do not put this information on the public website.

Buildings

Points Claimed 3.22

Points Available 8.00

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	Points
Building Operations and Maintenance	1.50 / 4.00
Building Design and Construction	1.72 / 3.00
Indoor Air Quality	0.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
1.50 / 4.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

1,886,000 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

1,886,000 *Square Feet*

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

Campus Sustainability Plan 2012.pdf

The date the guidelines or policies were formally adopted:

May 4, 2012

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

Denison has building level energy and water metering and an energy dashboard system. We continually upgrade and improve energy efficiency and water conservation in our buildings by deploying timed switches, occupancy sensors, and low-flow fixtures. We use Eco Logo and Green Seal cleaning supplies. Landscaping utilizes native species and we employ a number of strategies to reduce the impacts of runoff and erosion.

We do not have a formal indoor air quality policy, but we do make every attempt to ensure proper ventilation for indoor spaces and adhere to standards for required air exchanges per hour for all buildings with HVAC systems.

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

The Sustainability Committee and the Office of Sustainability review establish metrics and review data on our green building operations and maintenance strategies.

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

Data source(s) and notes about the submission:

These guidelines were adopted and included in Denison's first Campus Sustainability & Climate Action Plan that was developed by the Sustainability Committee and implemented in May 2012.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Building Design and Construction

Score	Responsible Party
	Jeremy King
1.72 / 3.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

Ebaugh Laboratories - LEED Gold
Aquatics Center - LEED Gold

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

285,400 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	151,600 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

133,800 *Square Feet*

A copy of the guidelines or policies :

LEED Standards.docx

The date the guidelines or policies were adopted:

April 18, 2008

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

In 2008, The Denison Board of Trustees passed a resolution that all new buildings and major renovations/construction projects be built to LEED Silver standards or better. There is no requirement that these projects actually get certified, just that those standards are followed during design and construction.

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

The office of Facilities Services & the Finance & Management Office work together with building contractors to ensure that all new construction and major renovations on campus are designed and built to LEED standards.

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

Data source(s) and notes about the submission:

Bryant Arts Center - LEED Gold - was certified in 2009 it was not included in the above calculations since it was done under our previous STARS Submission in 2012.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Indoor Air Quality

Score	Responsible Party
	Jeremy King
0.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

Dining Services

Points Claimed 4.38

Points Available 7.00

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

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

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

Credit	Points
Food and Beverage Purchasing	1.91 / 4.00
Low Impact Dining	2.47 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
	Jeremy King
1.91 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

   • Local and community-based

   And/or

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

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

Local community-based products:

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

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

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

Part 2

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

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

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

41

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

F2F info spreadsheet (1).xlsx

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

Calendar Year 2015 Percent Responsible Spend

January 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $13,903 $49,972 28%

Huffman Total: $22,855 $55,476 41%

Curtis Total: $19,997 $47,018 43%

Total All: $56,755 $152,466 37%

February 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $28,080 $98,744 28%

Huffman Total: $32,923 $97,430 34%

Curtis Total: $42,791 $101,002 42%

Total All: $103,794 $297,176 35%

March 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $22,007 $74,387 30%

Huffman Total: $18,859 $49,313 38%

Curtis Total: $24,484 $72,552 34%

Total All: $65,351 $196,252 33%

April 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $33,633 $101,706 33%

Huffman Total: $27,570 $83,510 33%

Curtis Total: $41,548 $113,317 37%

Total All: $102,751 $298,533 34%

May 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $4,923 $32,325 15%

Huffman Total: $15,029 $26,276 57%

Curtis Total: $13,773 $42,978 32%

Total All: $33,724 $101,579 33%

June 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $222 $1,773 13%

Huffman Total: $1,582 N/A

Curtis Total: $5,968 $42,903 14%

Total All: $7,771 $44,676 17%

July 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $415 $4,821 9%

Huffman Total: $8,877 $47,579 19%

Curtis Total: $603 $3,459 17%

Total All: $9,894 $55,859 18%

August 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $8,572 $28,064 31%

Huffman Total: $12,388 $17,003 73%

Curtis Total: $19,303 $53,859 36%

Total All: $40,263 $98,926 41%

September 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $26,441 $112,001 24%

Huffman Total: $35,634 $85,477 42%

Curtis Total: $42,178 $91,472 46%

Total All: $104,252 $288,950 36%

October 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $56,883 $176,833 32%

Huffman Total: $39,407 $77,027 51%

Curtis Total: $52,062 $89,642 58%

Total All: $148,352 $343,502 43%

November 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $30,377 $139,394 22%

Huffman Total: $21,570 $52,522 41%

Curtis Total: $25,377 $56,765 45%

Total All: $77,324 $248,681 31%

December 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $29,605 $125,214 24%

Huffman Total: $12,440 $35,431 55%

Curtis Total: $17,675 $42,120 42%

Total All: $59,720 $202,765 29%

Whole Year 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $255,061 $945,234 27%

Huffman Total: $249,134 $627,044 40%

Curtis Total: $305,759 $757,087 40%

Total All: $809,950 $2,329,365 35%

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

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:
20

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

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and

beverage purchases that are sustainably produced:

Spend listed as "Slayter" represents our on-site convenience store/franchise spend.

Calendar Year 2015 Percent Responsible Spend

January 2015: Responsible $ Total Food $ % Responsible

Slayter Total: $13,903 $49,972 28%

Huffman Total: $22,855 $55,476 41%

Curtis Total: $19,997 $47,018 43%

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Curtis Total: $305,759 $757,087 40%

Total All: $809,950 $2,329,365 35%

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

Denison's partners with Bon Appetit, its diving provider in working towards a local and responsibly-sourced dining program. Bon Appetit's Farm-to-Fork program through Bon Appetit (see weblink in this credit section for more details) requires that local food is sourced from within 150 miles of Denison University, from small, family owned farms making under $5 million a year.

Value added products, with Bon Appetit's Locally Crafted program, must meet of 2 qualifying criterion in order to count as local, including have at least 50% of ingredients meet its local food criteria, be woman or minority owned, provide work opportunities for a disadvantaged population as part to of their mission, be a traditional or artisan food, or have at least 50% of their ingredients certified as humane, fair trade, or organic by a third party organization. Coffee is included in the local spend because it is sourced from a local roaster and is all Fair Trade and Rain Forest certified. In all, Denison's sources 39% of its food under the Farm-to-Fork program.

Responsibly-sourced products that do not fall within the local Farm-to-Fork criterion but are included in our reporting are fairly traded items and third party verified items such as: bananas, tea, chocolate, and sea food (sea food watch verified). These additional items account for 2% of our food spend.

Denison is Bon Appetit's highest Farm-to-Fork account and is making strides to move to 70% local and responsibly-sourced. Just this spring we piloted a local soda, Rambling House Soda and purchased a specially-designed soda dispenser with built in refrigeration that allows the soda to be free of preservatives. Our plan is to replace coke and pepsi at all of our dining facilities. We also worked with a local Amish mill to develop local and organic cereals which are being received well on campus and may replace traditional branded cereals.

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

Denison Student Interns, under the direction and supervision of a Denison Dining Sustainability employee, review invoices weekly to determine and track responsible spend. Bon Appetit's Farm To Fork and Locally Crafted spend is tracked by chefs coding invoices on arrival and reported back to us 2 months later as well.

Total annual food and beverage expenditures:

2,329,365 *US/Canadian $*

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	Yes	Yes
Vending services	Yes	Yes
Concessions	Yes	Yes

Has the institution achieved the following?:

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

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

We chose Bon Appetit as our Dining Provider by intention. Their core values match the direction Denison wants to go with Local Foods. Our partnership with Bon Appetit is strong and we pay more for their services that we did with our previous provider.

Here is more information on Bon Appetit's sourcing standards:

http://www.bamco.com/sourcing/

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

http://www.bamco.com/sourcing/farm-to-fork-criteria/

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Low Impact Dining

Score	Responsible Party
2.47 / 3.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

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

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

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

   Or

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

Part 2

Institution:

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

   And

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

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

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

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

8

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

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

Yes

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

Yes

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

Yes

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

Vegan options are available every meal, including specialty items like vegan cream cheese, cheeses, nutritional yeast at the salad bar, soy milk dispensers and almond milk by request, even vegan ice cream and the occassional vegan brownie for dessert. Our late night dining location features vegan and gluten free mac'n'cheese. We also started a mindful monday (positive spin on Meatless Monday) campaign.

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

We offer a vegetarian (often vegan) option at every meal, usually every station, and we always put the vegetarian options first hoping people will try it before they get to the meat later on. We've cut down on our red meat purchases this year and focused more on chicken as we've secured a local chicken producer as a partner. We also focus on offering products free of animal products in our C-store, even our late night option that features a vegan and gluten free mac-n-cheese.

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

Annual dining services expenditures on food:

2,329,365 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

200,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

710,000 *US/Canadian $*

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Energy

Points Claimed   2.53

Points Available   10.00

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

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

Credit	Points
Building Energy Consumption	2.53 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	**Responsible Party**
	Jeremy King
2.53 / 6.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	195,379 *MMBtu*	220,221 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	72,178 *MMBtu*	68,553 *MMBtu*
District steam/hot water	123,201 *MMBtu*	151,668 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	1,831,650 *Gross Square Feet*	1,634,997 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	45,788 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree days (see help icon above)
Heating degree days	6,194
Cooling degree days	675

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2014	June 30, 2015
Baseline Year	July 1, 2004	June 30, 2005

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

2005 was adopted as our baseline year because it represents the baseline we used when signing the Presidents' Climate Commitment. It also represents a year where we know we have accurate and complete GHG data.

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

The Energy Management System (EMS) has timers integrated within it that cover many of the building spaces on campus. There are also a number of stand-alone timers, however, few are used because the EMS is used instead.

Denison has a occupancy use standard that includes temperature set-points and set-backs when spaces are occupied and unoccupied.

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

LED lighting is being tested all around campus. We use it in one of our main reception halls for major events. LEDs are in many of our outdoor lighting features.

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

Multiple buildings on campus have motion-sensing light fixtures. Many bathrooms are also equipped with this technology. Light sensors are used in a few areas that automatically turn off or dim lights based on ambient lighting.

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

Many of our newer buildings including those constructed at the Denison Homestead utilize passive solar designs to reduce heating costs and to take advantage of day light.

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

The Polly Anderson Field Station at our 350 acre biological reserve utilizes ground-source heat pumps for its HVAC system.

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

N/A

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

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

The EMS system covers 1,424,015 square feet of building space, roughly 80.6% of all occupied building space on campus. The system provides external monitoring and control over energy consumption. All buildings are sub metered for electricity and water.

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

Our purchasing guidelines require that Energy Star products be purchased when available.

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

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

Several vending machines on campus now have motion-sensing technology that turns light for the vending machine on when a person is standing in front of the machine.

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

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

http://denison.edu/campus/green/green-campus-operations/energy--water

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Clean and Renewable Energy

Score	**Responsible Party**
	Jeremy King
0.00 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

* Concentrated solar thermal
* Geothermal systems that generate electricity
* Low-impact hydroelectric power
* Solar photovoltaic
* Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

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

195,379 *MMBtu*

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	89 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

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

The institution has a PV solar array located on the roof of the Library that generates over 7200 kWh annually; a PV solar array located at an alternative living site for students that generates around 12000 kWh annually; and a PV array located at its Biological Station that generates over 9000 kWh annually.

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

N/A

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

N/A

A brief description of the RECs and/or similar renewable energy products:

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Grounds

Points Claimed 3.50

Points Available 4.00

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	Points
Landscape Management	1.50 / 2.00
Biodiversity	2.00 / 2.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g. IUCN Category I-VI) • Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study. Close

Landscape Management

Score	Responsible Party
	Jeremy King
1.50 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

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

	Area
Total campus area	755 *Acres*
Footprint of the institution's buildings	15 *Acres*
Area of undeveloped land, excluding any protected areas	150 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	590 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

Dension IPM Plan.doc

The IPM plan :

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

Denison strives to reduce the environmental impact of its landscaping in a number of ways. For all campus plantings, native species are given priority both for their natural adaptation to the local climate as well as their general hardiness. Invasive species are never planted and the college is committed to removing any species deemed to be exotic, invasive, or nuisance.

The college has implemented a number of no-mow areas across campus to increase habitat and decrease time and resources spent mowing.

Plantings and natural areas are designed to limit and/or eliminate the need for irrigation and fertilizer application.

The college does mulch many of its landscaped beds annually, but is moving towards more beds with stone and gravel substrate which reduces maintenance time and weed growth.

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

Denison's campus grounds are often used as a teaching lab, thus the diversity of native species is important. A desired native species list does exist and is used for most plantings. When necessary to satisfy needs based on site orientation, drainage, soil condition, serviceability and use - non-native and cultivars may be planted instead of native species. Known "undesirable" and/or invasive species are not considered in planting plans.

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

Denison composts and mulches 100% of its waste generated from grounds keeping activities. Grass clippings are typically mulched as part of the mowing process or are left on mowed areas.

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

Denison has an integrated pest management plan that limits the use of herbicides and pesticides. As a standard, we do not apply these items over broad areas. When we identify problem areas that can't be solved by organic means we do spot spray.

The college is also testing the use of organic herbicides (vinegar based) in some locations and the results to date have been positive.

Denison composts its food waste and this compost is used on campus for our community garden and some of our landscaped beds.

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

Denison sources its mulch from a local company that grinds up old wood pallets and brush/branches from local curbside removal programs.

Gravel and stone used in beds come from a local quarry five miles from campus.

The college utilizes compost generated from campus dining operations in a number of locations across campus.

Facilities stores old pavers, bricks, blocks, and stones in a storage area called "the boneyard" and these are often redeployed in other areas across campus as part of new landscaping projects.

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

The majority of campus is located on top of a hill as such, Denison maintains a number of bioswales and storm water retention areas across campus that help to reduce erosion and sedimentation in local streams and rivers.

Nearly all hillsides are either forested or designated as no-mow areas to further protect the natural hydrology and permit more water to recharge groundwater aquifers.

Building projects, roads, and sidewalks are intentionally designed to limit disturbances to natural drainage areas and natural water features (springs, streams, etc.).

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

Denison uses mechanical means of snow removal whenever possible and limits its use of chemicals. When chemicals are used, Denison uses a product called Safe Step which is recognized as an industry leader in eco-friendly snow & ice removal.

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:
Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Data source(s) and notes about the submission:
Denison's main campus including buildings and sports fields/courts is 240 acres.
Denison has a 365 acre biological reserve
Denison has 150 acres of agricultural land
Denison now owns a 148 acre golf course that is not adjacent to campus and has not been included in any of the calculations above.
Denison has 26 acres of rentals and other commercial property that also have not been included in any of the calculations above.
Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Biodiversity

Score	Responsible Party
2.00 / 2.00	

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Jeremy King
Campus Sustainability Coordinator
Office of the President

Close

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

    And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally

recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

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

Denison owns and maintains a 350 acre biological reserve.

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

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

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

The biological department has conducted numerous surveys and assessments of endangered and vulnerable species in its reserve and along other sensitive areas of campus outside of the reserve. This assessment is ongoing.

In 2014, an assessment was done on a section of the reserve in advance of a solar pv project. This assessment did not indicate any rare or endangered species in that particular location of the reserve, but did indicate the presence of possible Indiana Bat habitat.

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

Much of the reserve is indiana bat habitat. In additional there are a some rare aquatic invertebrates and insects that inhabit certain locations within the reserve.

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

Denison has a 350 acre biological reserve that is maintained to enhance the education of students in Biology and the Environmental Sciences through their courses, independent research and casual visitation to the Reserve. This is accomplished by providing opportunities for field studies of native Ohio flora and fauna as well as discrete biological communities that are maintained in as intact a condition as is possible given the land use history of the Reserve and the resources of DU. Consequently, one of the general goals of the Reserve is to maximize the number of representative habitats and species that the area can support. Recreational use of the area is restricted to limit the environmental impact.

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

http://www.denison.edu/academics/departments/environmental/dubr.html

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Purchasing

Points Claimed   4.39

Points Available   6.00

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	Points
Electronics Purchasing	1.00 / 1.00
Cleaning Products Purchasing	0.84 / 1.00
Office Paper Purchasing	0.55 / 1.00
Inclusive and Local Purchasing	1.00 / 1.00
Life Cycle Cost Analysis	0.50 / 1.00
Guidelines for Business Partners	0.50 / 1.00

Electronics Purchasing

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

All electronics purchased by the college must be EPEAT and/or Energy Star certified unless no option exists for the intended use of the product.

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

As a matter of course, the institution only purchases EPEAT certified computers and monitors. There are a few exceptions in areas like cinema where editing requires larger monitors that are often not EPEAT certified.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	798 *US/Canadian $*
EPEAT Gold	417,240 *US/Canadian $*

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

418,038 *US/Canadian $*

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

http://denison.edu/campus/green

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Cleaning Products Purchasing

Score	Responsible Party
	Jeremy King
0.84 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

By directive, Building Services on campus chooses Green Seal and EcoLogo certified products for standard cleaning applications across campus.

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

The Office of Sustainability and Facilities Services track yearly expenditures on cleaning supplies to ensure that green cleaning supplies are used across campus by default.

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

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
37,984.35 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
47,952.13 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:
No

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

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

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

The website URL where information about the institution's green cleaning initiatives is available:

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Office Paper Purchasing

Score	Responsible Party
0.55 / 1.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

In 2008, the President directed all departments to make 100% recycled content paper the default choice when ordering paper.

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

Departments and Offices are reminded each year to only order recycled content paper from our paper supplier and the standard order forms only include options for recycled content paper.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	7,875 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	11,124 *US/Canadian $*

Total expenditures on office paper :

35,967 *US/Canadian $*

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Inclusive and Local Purchasing

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

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

Yes

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

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

Yes. Denison is actively committed supporting local community based businesses maintaining and enhancing a positive Town and Gown relationship. A fair amount of funds are used to purchase food from local restaurants and Ross' Market. The Granville Lumber Company is used frequently by maintenance as is the NAPA store. Less frequent purchases are made from the smaller shops and businesses.

In general, preference is giving to local businesses and social enterprises in the RFP process. The college also maintains long-standing relationships with a number of local businesses for regular purchases and maintenance.

Maintenance uses a number of contractors and suppliers in the Newark area for painting, electrical & plumbing work, paving, concrete work, as well as for general construction.

All major construction projects utilize local central ohio contractors except when project expertise cannot be found locally e.g. our new field turf at our stadium.

To our knowledge none of the local businesses are classified as "disadvantaged" and we don't know if other suppliers, not in Granville, are classified as disadvantaged or social enterprises. If any, the percentage of purchases is probably very low from either of these classes.

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

Yes

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

35

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Life Cycle Cost Analysis

Score	Responsible Party
	Jeremy King
0.50 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

We use LCCA when looking at renovation or new construction projects (including furniture and carpeting).

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Guidelines for Business Partners

Score	Responsible Party
	Jeremy King
0.50 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Below are excerpts from our general contract language for all contractors on campus. This is followed by a couple of recent examples of RFP's Denison Utilized that highlight additional environmental and worker rights aspects relating to how Denison conducts its business with outside vendors/contractors.

It should be noted that Denison is an affiliate of the Fair Labor Association - FLA is a collaborative effort of universities, civil society organizations and socially responsible companies dedicated to protecting workers' rights around the world.

GENERAL CONTRACT REQUIREMENTS
1.13 SAFETY

A. All Trade Contractors shall meet and comply with all rules established by the Occupational Safety and Health Administration (OSHA) and EPA standards, state and local ordinances, local customs, etc. The intent of these rules and regulations is to have a safe working environment. Contractor will be liable and responsible for any and all violations, fines, and/or penalties, which may occur while doing work on Denison University grounds or for Denison University.
B. The Contractor and all Trade Contractors are responsible for their own safety and coordinating their work with Trades around them in such a manner so as to maintain safe working conditions at all times.
C. Each Trade Contractor and its subcontractors shall provide a copy of Material Safety Data Sheets (MSDS) for all materials or substances brought onto the job site. Copies shall be retained on-site by the Contractor for the duration of the project. Each contractor shall supply, via transmittal, MSDS to the owner's Project Manager for all work to be done by themselves and their respective subcontractors. The Contractor and/or subcontractor (if applicable) using the material must be indicated on each MSDS. This information shall be supplied prior to or concurrently with, the introduction of hazardous materials to the job site.
This information shall be maintained and readily available in the Project Manager's Office.
D. In the event of an accident producing harm to persons or property or fatality, it shall be reported immediately to the Owner. All Trade Contractors are required to provide an accident report(s) for any accident occurring on site within the same day to the Owner.

1.16 DENISON UNIVERSITY CONTRACTOR RULES
A. NONDISCRIMINATION POLICY
1. Contractors and their employees shall not engage in discrimination of individuals on the basis of race, color, religion, ethnic or national origin, age, sex, sexual orientation, or veteran status.
2. Discriminatory actions include, but are not limited to the following: cat calling, staring, physical gestures, inappropriate humor, threats, inappropriate conversation, inappropriate clothing, and possession, display, or sharing of inappropriate literature, caricatures, or photographs.
3. In the incidence of a violation of the Owner's Nondiscrimination Policy, employees of Contractors and subcontractors will be subject to immediate and possibly permanent removal from Owner's property and other disciplinary procedures for just cause. The Owner's decision is final.
4. At the request of the Owner, contractors and their employees may be required to pass the Owner's Sexual Harassment Training Test and provide a copy of their certificate as proof.
B. WORK AREA CLEANLINESS
3. All metal, wood, cardboard and other recyclable materials shall be recycled. Contractor shall provide documentation that materials are recycled or make arrangements to use the University's recovery system. Contractor is responsible for their own waste material removal,

including a dumpster if needed, but is required to recover all reusable/recyclable material. Dumpster location will be at a location coordinated with the university

1.24 CLEANING AND RUBBISH REMOVAL

B. All metal, wood, cardboard and other recyclable materials shall be recycled. Contractor shall provide documentation that materials are recycled or make arrangements to use the Universities recovery system. Contractor is responsible for their own waste material removal, including a dumpster if needed, but is required to recover all reusable/recyclable material. Dumpster location will be at the chiller plant or other location coordinated with the university.

1.25 EEO PROGRAM

A. All Trade Contractors shall take affirmative action in affording equal employment to all qualified persons without regard to race, color, religion, sex, age, disability, or national origin. This includes, but it's not limited to hiring, placement, upgrading, transfer, demotion or promotion, Recruitment, advertising or solicitation for employment, Treatment during employment, Rates of pay or other forms of compensation, Selection for training including apprenticeship, Layoff or termination.

Excerpt from Recent Chapel Walk RFP that includes additional requirements not in the standard contract language:

GENERAL REQUIREMENTS

The intent of the project is to conform to LEED construction and/or existing building standards, including but not limited to: construction debris recycling or recovery (contractor will provide documentation of material recovered or sent to land fill); local materials; low VOC and environmentally friendly adhesives, water proofing, glues, etc.; recycled content materials and other general and commissioning LEED requirements. LEED certification is not required and exceptions may be taken but they must be brought to the attention of the university prior to implementation.

PROJECT DESCRIPTION OVERVIEW

The University wishes to improve the aesthetics and pedestrian safety along Chapel Walk from Swasey Chapel to the East Quad. The project includes new concrete side walk, retaining walls, lighting and landscape improvements. The intent is to provide an ADA compliant walk from the Chapel to the upper level of the East Quad and the entrance to Huffman Dinning Hall.

Excerpt from Dining Services Provider RFP that includes additional requirements not in the standard contract language:

6.15 Sustainability

Please submit a proposal to support the University's commitment to promote sustainability in University dining operations. Please be specific in the actions that will be taken, timelines, and how success will be measured. Specifically, please answer the following in your proposal:

6.15.1 Specifically state how your company addresses sustainability issues in food service for maximum environmental, social, and economic impact.

6.15.2 What is your corporate policy regarding organic and locally sourced foods? Does your company support and procure food products that meet sustainability standards, equivalent to the Food Alliance?

6.15.3 What percentage of your current buying for clients in the local area is from local food sources (local to be defined as products grown and/or processed in Ohio) or no farther than the Midwest (state distance in miles)—what percentage will you establish for this account? Provide detail on agreements in place and ability to meet needed volumes to service this account.

6.15.4 What level (percentage of cost of sales) of fruits, vegetables, meat, fish, poultry,

bread, eggs, diary, and vegetables will you commit to sourcing locally for the University? Describe in detail your process including guidelines (e.g., Marine Stewardship Council, Equal Exchange, etc.) for identifying and developing sources to meet the University's needs.

6.15.5 Please submit a sample list of spring, summer, fall, and winter seasonal foods that

will incorporate locally sourced foods. If chef developed menu items have not been fully explained/described under any other section, please take the time to fully explain how menu items and recipes are developed using locally sourced ingredients to create the highest quality food that meets the varying tastes of clients.

6.15.6 How will you help the University minimize waste and maximize the diversion of waste?

6.15.7 Please cite specific instances of your experience and any innovative ways you have worked with other higher education clients, including, what resources you are able to bring to campus to develop meaningful partnerships and participate in future campus based education efforts to promote awareness, understanding and commitment as well as support any other initiatives of the Sustainability Committee.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Denison has put into RFPs requirements that certain environmental standards be met. For example we require that LEED Silver or better be the standard for construction projects and with our Dining Services we require local sourcing of food.

With respect to local food purchasing, our requirements have resulted in our dining service provider changing purchasing strategies to enable more locally-sourced options in the dining halls.

Denison sources nearly all office supplies from Office Max/Office Depot. Through this partnership we developed an e-procurement portal where all green certified and environmentally preferable items are prioritized and distinctly labeled. This has led to increases in sustainable purchasing as employees are directed to the greener option first.

The website URL where information about the institution's guidelines for its business partners is available:

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Transportation

Points Claimed 3.87

Points Available 7.00

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	Points
Campus Fleet	0.00 / 1.00
Student Commute Modal Split	2.00 / 2.00
Employee Commute Modal Split	0.37 / 2.00
Support for Sustainable Transportation	1.50 / 2.00

Campus Fleet

Score	Responsible Party
0.00 / 1.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

    A. Gasoline-electric hybrid

    B. Diesel-electric hybrid

    C. Plug-in hybrid

    D. 100 percent electric

    E. Fueled with Compressed Natural Gas (CNG)

    F. Hydrogen fueled

    G. Fueled with B20 or higher biofuel for more than 4 months of the year

    And/or

    H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Student Commute Modal Split

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

99.99

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	0.01
Walk, bicycle, or use other non-motorized means	99.99
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

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

Data source(s) and notes about the submission:

Denison students are primarily residential and campus has been designed to minimize both the need and ability to drive vehicles to the main academic quad.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Employee Commute Modal Split

Score	Responsible Party
0.37 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

18.30

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	81.70
Walk, bicycle, or use other non-motorized means	13.80
Vanpool or carpool	3.50
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0

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

The Office of Sustainability surveys faculty and staff about methods used to get to work. Partner and spouses who travel together to work are categorized as carpooling.

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

Data source(s) and notes about the submission:

Denison employees live an average of 11 miles from campus. Nearly half of all Denison employees live within 6 miles of campus.

Campus is located on top of a large hill and is the highest point in the community. This often discourages people from biking and walking.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Support for Sustainable Transportation

Score	Responsible Party
1.50 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

     And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The institution has multiple places to lock bicycles, many of which are in covered, well lit spaces. The athletic center has lockers and showers available to both students and employees of the college. Bicycle commuters would have access to these on a daily basis. One of the academic buildings also has shower facilities for bicycle commuters, though it isn't specifically labeled for that purpose.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

BIke racks are located adjacent to all academic buildings. Long-term storage is typically available by request on all three residential quads.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

All parts of campus are accessible via sidewalks and paths. Denison made significant investment in infrastructure and campus design to eliminate the need and use of cars on the main campus.

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

Yes

A brief description of the bicycle sharing program:

A group of students that operate the student-run coffee shop recently wrote a grant proposal to start a campus bike co-op. The grant was funded and the bike co-op started at the beginning of the 2010-2011 academic year.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a

similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

No

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

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

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Denison has an online Ride-Share board that matches students, faculty, and staff for carpooling opportunities. The Office of Sustainability also works to coordinate carpooling opportunities.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Denison has partnered with Enterprise to offer a car share program on campus. The program currently has two vehicles and over 120 members.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to

student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

No formal telecommute program exists at Denison.

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

Yes

A brief description of the condensed work week program:

Those employees working at Denison's Heating Plant take advantage of a condensed work week schedule during the summer months when the plant is not operating.

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

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

Denison has a mortgage guarantee program for all general faculty. Through the program, Denison will back any mortgage made on a house that is purchased within Licking County (the county where Denison is located).

Denison also rents a number of houses and apartments located next to or near campus. These apartments and houses are generally rented at rates below that of private rentals in town. Most new and/or visiting faculty are given first priority for these rentals.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Waste

Points Claimed 3.57

Points Available 10.00

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	Points
Waste Minimization	0.58 / 5.00
Waste Diversion	1.10 / 3.00
Construction and Demolition Waste Diversion	0.89 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
	Jeremy King
0.58 / 5.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	253.70 *Tons*	143.80 *Tons*
Materials composted	80 *Tons*	22 *Tons*
Materials reused, donated or re-sold	20 *Tons*	2 *Tons*
Materials disposed in a solid waste landfill or incinerator	665.60 *Tons*	835.50 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,119	2,021
Number of residential employees	10	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,151	2,099
Full-time equivalent of employees	671	576
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2014	June 30, 2015
Baseline Year	July 1, 2004	June 30, 2005

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

The baseline year was chosen because it is the earliest year for which we believe we have accurate data.

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

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

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

Both the Purchasing Office and the Office Services Department coordinate the collection and distribution of surplus items on campus. Specifically, the Purchasing Office coordinates a surplus sale each year and oversees the re-purposing and re-use of furniture, equipment, and specialty items on campus. Office Services offers a "Free-Cycle" program on campus whereby staff and faculty can donate and take

surplus office supplies.

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

The Registrar's Office puts course catalogs and schedules on-line as standard practice. Student and employee directories are no longer printed and are available on-line as well.

Nearly all Accounting and Human Resources forms are now available online and able to be submitted electronically.

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

Each academic year students are allotted 1200 duplex prints. Prints in excess of this are charged $0.04 for single-sided printing and $0.03/side for duplexed prints.

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

Operation Move-Out occurs annually at the end of the academic year. Collection tables are placed in every dorm for discarded items that are still usable. Starting on the last day of classes, students can deposit their items in the designated location. Facilities staff and various student volunteers collect the items and bring them to a central storage area on campus. Once collection is complete, local service agencies come and pick up the collected items.

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

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

All pre-consumer food waste that is not meat or dairy based is composted on campus. In addition food scraps in the prep areas are most often utilized to make soup stocks and bases.

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

Both dining halls on campus have switched to trayless dining at all meals.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Our to-go containers are made with biodegradable and/or recycled content materials. All students, faculty, staff, and visitors can opt to use reusable To-Go containers for no additional charge.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Students and faculty who bring reusable mugs/cups can take beverages to go from the dining halls for free. At the Student Union, students and faculty get a discount when using reusable containers.

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

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

http://www.denison.edu/sustainability/recycling.html

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Waste Diversion

Score	Responsible Party
	Jeremy King
1.10 / 3.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

384.50 *Tons*

Materials disposed in a solid waste landfill or incinerator :

665.60 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Denison operates a community recycling center that collects not only campus generated materials for recycling, but also community generated materials. Denison conducts annual Move-In and Move-Out events to divert materials from the waste stream towards recycling and reuse. The Move-Out event collects a variety of reusable items that are donated to local charitable organizations. Each year, Denison holds a surplus sale where employees can purchase unneeded and unwanted items from the university. Denison also has a food composting program whereby dining hall food waste is composted at an on-site facility and then used as fertilizer for athletic fields and the campus community garden.

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

At the end of the week and after large catering events on campus, Bon Appetit donates food to the local food bank and to charitable organizations for distribution in the Licking County Community.

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

During the food prep process, all vegetable and fruit scraps and peels are placed into receptacles. Other compostable pre-consumer food waste is also placed into the receptacle to be taken to the campus composting facility.

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

In both dining halls students have the opportunity to compost food waste that includes: vegetables, fruits, breads, pastas, coffee grounds, tea bags, and napkins.

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

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

Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Construction waste and electronics.

Data source(s) and notes about the submission:
Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.89 / 1.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

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

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

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

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

1,260.54 *Tons*

Construction and demolition materials landfilled or incinerated :

157.69 *Tons*

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

General trades contractors for all large construction projects are required to provide recycling and refuse data for waste generated by on-site construction projects. Most waste is co-mingled on-site and then sent to a sorting facility where recyclables are diverted. Additionally Denison makes an effort to recycle high value metals separately from the co-mingled waste stream in order to maximize returns and off-set recycling costs. Small construction projects utilize Denison's recycling and waste containers, which are sorted on-site (this data is not reflected in the information provided above).

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Hazardous Waste Management

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

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

In recent years, Denison has worked with faculty and operational staff to incorporate ways of reducing chemical and hazardous material use on campus. From developing new lab techniques to utilizing technology advancements, Denison is committed to using fewer of these materials.

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

To the extent possible, all hazardous, universal, and non-regulated chemical waste generated by the university and its students is collected and disposed of by certified contractors. This list of materials includes all waste generated by academic labs and by building operations and maintenance. Recently items such as aerosol cans, batteries, and used medical supplies have been included.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Not Applicable

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The Biology and Chemistry departments often combine chemical orders and share inventories with between the two departments.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

All e-waste by the university is recycled by a company called Accurate IT. Any member of the campus community or the general public can drop off material in our collection areas for recycling.

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

E-waste is collected on campus at a central location point. The college contracts with Accurate IT and that company is certified and registered to handle and process e-waste.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Water

Points Claimed 3.82

Points Available 7.00

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

Credit	Points
Water Use	1.82 / 4.00 This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	0.67	2
Low to Medium Risk	1	3
Medium to High Risk	1.33	4
High Risk	1.67	5
Extremely High Risk	2	6

Close

Credit	Points
Rainwater Management	2.00 / 2.00
Wastewater Management	0.00 / 1.00

Water Use

	Score		Responsible Party

Score

1.82 / 4.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	0.67	2
Low to Medium Risk	1	3
Medium to High Risk	1.33	4
High Risk	1.67	5
Extremely High Risk	2	6

Close

Responsible Party

Jeremy King
Campus Sustainability Coordinator
Office of the President

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use (potable and non-potable combined)::

	Performance Year	Baseline Year
Total water use	40,827,000 *Gallons*	44,929,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	40,327,000 *Gallons*	44,329,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,119	2,099
Number of residential employees	10	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,151	2,099
Full-time equivalent of employees	671	576
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,831,650 *Square Feet*	1,634,997 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	835 *Acres*	835 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2014	June 30, 2015
Baseline Year	July 1, 2004	June 30, 2005

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

This is the earliest date for which we have accurate data.

Water recycled/reused on campus, performance year:

20,000,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Denison uses water sourced from wells, ponds, streams, and harvested rainwater for its irrigation use. The boilers for the heating plant use non-potable well water.

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

Meters are on nearly all of the buildings(some share meters). We have an end-of-the-year summary of water usage for many of the buildings.

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

Denison has been systematically replacing all toilets and fixtures with low flow options. Nearly 100 percent of shower fixtures are low flow. All sinks are fitted with low-flow aerators.

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

Denison defaults to appliance purchases that are Energy-Star and WaterSense rated/labeled.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Denison has a general landscaping plan that gives priority to native species that are adapted to living in Ohio's climate. Generally these plants do not require extensive irrigation.

A brief description of any weather-informed irrigation technologies employed by the institution:

Sensors located around campus detect moisture in the soil and will activate sprinkler and irrigation systems accordingly.

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

In addition to utilizing low-flow fixtures and WaterSense products, Denison limits its use of potable water for irrigation purposes.

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

http://www.denison.edu/sustainability/energy_and_water.html

Data source(s) and notes about the submission:

Population data is reported as follows:

On-Campus residents are those that stay in university owned housing.

Non-residential/commuter full-time students, faculty, and staff members are reported from the values in the campus housing report and the FTE faculty and staff data.

Non-residential/commuter part-time students, faculty, and staff only includes part-time student data from the enrollment data. Faculty and Staff are reported in the above section as FTE.

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Rainwater Management

Score	Responsible Party
2.00 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Denison maintains a number of stone and vegetated swales, as well as, retention ponds around campus buildings and parking lots to reduce the effects and impact of storm water runoff.

Construction of a wetland/pond to capture rainwater runoff from buildings and parking lots was completed in association with the renovation to the athletic center and addition of a natatorium.

Denison conforms to all local and state environmental regulations for storm water management.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The institution diverts rainwater from some building roof tops into a cistern to use for irrigation purposes.

There are a number of bioswales on campus and the college actively maintains its tree canopy having well over 5000 trees located on the main campus.

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

The college's cistern can hold 50,000 gallons of water that is used only for irrigation purposes.

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

50,000 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

The college constructed a parking garage in 2005 that incorporates green roof technology. The roof of the garage doubles as the Shackleford-Reese Commons and is a green space located in the heart of campus.

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

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Retention ponds exist in a couple of locations on campus to help contain storm water accumulated from parking lots and paved areas.

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

In areas where stone swales and/or retention ponds are not feasible or aesthetically pleasing, the college uses vegetated swales to mitigate storm water runoff.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Wastewater Management

Score	Responsible Party
	Jeremy King
0.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

Points Claimed   8.00

Points Available   8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Campus Sustainability Committee and the Campus Sustainability Coordinator developed the college's first Sustainability Plan in 2012. Since that time they implemented the plan and did a complete evaluation of the college's progress over that time.

The committee and coordinator were integral in the decision to move away from coal to natural gas in the central heating plant.

The committee and coordinator were integral in the decision to move to Bon Appetit as the college's dining provider which has enhanced sustainable dining efforts on campus.

Does the institution have at least one sustainability committee?:

Yes

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

The mission of Denison University is "to inspire and educate students to become autonomous thinkers, discerning moral agents, and active citizens of a democratic society." As critical thinkers, we acknowledge the evidence that climate, air and water quality, and natural resource availability are changing on a global scale in ways that adversely affect the ecology of the planet and human welfare. As moral agents, we recognize that the College and all individuals who are part of the Denison community share responsibility in contributing to environmental change by reducing both resource consumption and the production of waste. As active citizens, individually and institutionally, we are committed to playing a leadership role in advancing a sustainable future for our world. We will do this by example, reducing the environmental impact of the College through the use of sustainable practices, and through education and research, advancing society's knowledge and commitment to sustainable practices. More specifically, Denison University and all members of the Denison community are committed to reducing resource consumption and waste production with the goal of approaching carbon neutrality. We will assess the environmental impact of the activities and resources needed to fulfill the mission of the College and 1) seek sustainable options for meeting those needs, 2) make the best use of resources and reuse or recycle them when possible, 3) dispose of waste in ways that reduce the negative impact, and 4) take into consideration the life cycle and environmental impact of materials and products purchased by the College. Moreover, we will endeavor to advance the knowledge base that will enable us to protect and preserve the earth's resources.

(Adopted by the Faculty Dec. 4, 2008)

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

Teaching Faculty
Jordan Katz - Professor of Chemistry - Chair
Doug Spieles - Professor of Environmental Studies - Vice Chair
Rusty Shekha - Professor of Sociology & Anthropology

Administrative Staff
Aaron Fuleki - Information Technology Officer
Todd Jamison - Director of Institutional Research

Support Staff
Liz Barringer-Smith - Modern Languages - Administrative Assistant
Dyan Couden - Studio Art - Administrative Assistant

Ex Officio Members
Jeremy King - Sustainability Coordinator - Office of the President
David English - Vice President for Finance & Management
Bob Jude - Energy Manager - Facilities Services
Art Chonko - Director - Facilities Services
Sarah Piper - Sustainability Manager - Dining Services/Bon Appetit

Faculty
Annabel Edwards, Chemistry
Andy McCall, Biology
Joanna Mitchell, Modern Languages

Supportive Operating Staff
Jen Steurer, Alumni Relations
Phil Waite, Chemistry

Students

Lauren Sabo '11

Grace Summers '13

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

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

No

A brief description of each sustainability office:

The Sustainability Office operates out of the Office of the President. The Sustainability Office interacts with the administration, faculty, staff, and students to focus attention on ways to maximize the environmental performance of Denison and develop the awareness and tools required to respond to issues affecting them. The office also tries to reach out to the wider community and provide a connection between Denison and off-campus activities.

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

1

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jeremy King

A brief description of each sustainability officer position:

Taken from the actual job posting:

Identify and steward sustainability initiatives on behalf of the university and act as a resource for other university departments in the pursuit of sustainability initiatives.

Coordinate effective interaction and communication between the CSC and academic and administrative units for the purpose of providing comprehensive institutional oversight and direction to Denison's sustainability commitments. Oversee the writing and dissemination of an annual institutional sustainability report, which will be published to the public at large.

Collaborate with, including but not limited to, Academic Departments, the Department of Athletics, Student Affairs, Building Services, Grounds and Roads, Energy Management, Capital Project planning and management, the Purchasing Office, Dining Services, and the

Denison Campus Governance Association, to help define and achieve sustainability goals.

Encourage and support the work of establishing, carrying-out, and evaluating sustainable initiatives on an annual basis, working directly with project managers, departmental chairs/heads, and administrative advisory committees.

Help establish institutional sustainability principles and standards for energy and water consumption and conservation; new construction and renovation; landscape & grounds operations; waste management to include recycling; procurement practices; cleaning supplies and practices, and others.

Develop and maintain tools, metrics, and indicators for assessing progress towards sustainability goals.

Interface with Department Chairs to integrate sustainability into curricular and extra curricular student activities.

Advise, meet with, and be a resource for individual students and student groups engaging in sustainability issues and projects.

Establish and maintain an effective communications strategy, including a website, an electronic newsletter, news articles, case studies, and a range of other vehicles, with the objective of raising internal and external awareness of and support for campus sustainability efforts and related activities, working with the Administrative Director of University Communications.

Keep abreast of best practices in sustainability, especially at other institutions of higher education, and participate in conferences and related events to identify new ideas and practices as well as communicate Denison's sustainability efforts.

Build effective partnerships with other institutions, especially within the Ohio Five Colleges.

Identify and pursue grant and resource development opportunities to support sustainability initiatives.

Supervise student interns, assistants, dorm eco-reps, and other student and staff volunteers.

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

 Data source(s) and notes about the submission:

 Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Sustainability Planning

Score	Responsible Party
	Jeremy King
4.00 / 4.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

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

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

As an educational institution that holds sustainability as one of our core values, Denison seeks to incorporate sustainability into the classroom and laboratory experiences of our students. The College offers numerous sustainability-focused and sustainability-related courses. Many faculty include sustainability concepts (including environmental, social, and economic sustainability) within their curricula through course topics and experiential or service learning components. An increasing number of faculty explore threads of sustainability within their research or through independent student research projects.

Goal 1 – Ensure that all students graduate from Denison with a clear understanding of the environmental, social, and economic principles of sustainability.

Goal 2 – Develop resources and enhance campus collaborations to support the inclusion of sustainability themes in the curriculum.

Goal 3 – Enhance the curriculum with additional sustainability-related courses.

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

These objectives are taken directly from the 2015 Campus Sustainability Plan and have a five year time frame.

Develop resources and enhance campus collaborations to support the inclusion of sustainability themes in the curriculum.

Work with the Center for Learning and Teaching to compile resources that help faculty understand how sustainability fits with their own teaching interests.

Develop a collection of pedagogical readings, assignments, prompts, and questions that can be used to teach sustainability in the classroom and house the collection in the Center for Learning and Teaching.

Hold workshops for faculty, in a venue such as the Fall Faculty Conference, on integrating sustainability issues into the curriculum. Emphasize the broad scope of sustainability (environmental, social, and economic sustainability) and engage faculty in discussions of how different disciplines can address aspects of sustainability.

Collaborate with The Alford Center for Service Learning to foster and highlight the important ongoing work Denison students, faculty and staff do toward the social and economic sustainability of our local community. Identify ways CSC can support and enhance this work, and ways that themes of environmental sustainability and environmental justice could be included in service learning.

Encourage faculty to utilize resources for pedagogical development and interdisciplinary teaching such as the CLT, Denison Seminars, and Pedagogical Practice Projects as a means to help them develop curriculum that addresses sustainability.

Enhance the curriculum with sustainability-related courses.

Use resources outlined above to encourage faculty to include sustainability topics in courses and/or develop new courses within their disciplines, within the writing program, or Denison Seminars that focus on Environmental, Social and/or Economic Sustainability.

Attach a searchable designation to courses related to sustainability within the course catalogue. (This might be part of a larger scheme to attach searchable keywords or tags to courses so that students could search for courses with "sustainability," "service learning," "global perspectives," or any number of other designations faculty and students would find useful.)

Utilize the energy Dashboard, the solar array, and other campus resources to allow students to engage with real and local sustainability data.

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

Campus Sustainability Committee and the Office of the Provost.

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

As an educational institution that holds sustainability as one of our core values, Denison seeks to incorporate sustainability into the classroom and laboratory experiences of our students. The College offers numerous sustainability-focused and sustainability-related courses. Many faculty include sustainability concepts (including environmental, social, and economic sustainability) within their curricula through course topics and experiential or service learning components. An increasing number of faculty explore threads of sustainability within their research or through independent student research projects.

Goal 1 – Encourage (and track) sustainability-related research.

Goal 2 – Maintain the Denison University Biological Reserve as a functional ecological landscape that provides habitat for native species and serves as a resource for sustainability-related research and education.

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

Find a donor to support a sustainability themed student summer research program. Summer research is popular and competitive; adding 1-3 summer research positions on a sustainability theme would enable more students to participate as well as foster faculty and student engagement in scholarly work on sustainability. These positions could be open to all disciplines.

Work with Gilpatrick House to create a sustainability-themed learning community (research table) on campus.

Utilize the "design lab" that's part of the strategic plan to spur innovative research opportunities

Within the next year, develop an open source data base for research, including sustainability related research, at the Denison Library

Promote and expand opportunities to use the biological reserve in teaching and research.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Biology Department, Office of the Provost, Gilpatrick Center, Campus Sustainability Committee.

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

Sustainability is a concept that can affect all aspects of the college experience, impacting both students and employees of the college. The integration of sustainability into the campus culture need not necessarily require new programs and activities. Rather sustainability should be a theme that encourages collaboration and communication among campus groups so that all can benefit from better utilization of limited resources.

Denison's sustainability efforts cannot be limited to only the campus; sustainability also includes community outreach. Opportunities for civic engagement and service-learning are vital to developing a broad and comprehensive view of sustainability that includes the environmental, economic and social implications of sustainable development.

Goal 1 – Build a stronger sense of campus community through increased communication and collaboration among campus groups.

Goal 2 – Increase engagement with the Central Ohio community through service-learning, internships, research, programming, and strategic collaborations with other organizations and institutions.

Goal 3 – Leverage campus resources to increase local economic development by supporting local businesses and organizations.

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

Increase communication and collaboration among campus groups.
Hold semi-annual planning meetings for campus groups interested in sustainability/diversity to coordinate schedules, budgets, and events (coordinated by the Office of Sustainability)

Provide incentives such as increased funding for groups who regularly collaborate and/or share best practices for programming in sustainable ways.

Develop an integrated marketing plan for sustainability that includes both on campus and off campus outreach. This should include collaboration with University Communications, Alumni Relations, and Admissions.

Facilitate a sustainability summit for students, faculty and staff that includes other colleges and universities in an effort to share best-practices and encourage collaboration on sustainability initiatives.

Educate the entire Denison community on sustainability issues and encourage sustainable living.

Develop a Denison specific Carbon Footprint Calculator.

Promote the existence of Green Office Certification and increase the proportion of offices that are certified.

Include sustainability in orientation and pre-orientation programs for first-year students and new faculty and staff.

Present a sustainability update once a year at a General Faculty Meeting.

Track community service of employees and recognize these efforts.

Report student service hours on official transcripts.

Collaborate with the Community Health Involvement Committee and the Wellness Coalition to educate the community on environmental issues related to health.

Organize a sustainability forum and/or planning retreat and invite all sustainability-related campus groups, area non-profits, representatives from the Alford Center for Service Learning and Licking County schools.

Encourage students to reuse or repurpose belongings through Operation Move-Out, "Yard Sales," and so forth. Promote MyDenison discussion boards as ways to re-purpose/re-use items and to collaborate on sustainability-related issues (carpools, etc.)

Partner with the Alford Center to host environmentally-focused service activities (e.g. Saturday Service, or one-day events).

Partner with Residential Education & Housing and Facilities Services to provide students with mock utility bills to help them understand their own consumption, improve financial literacy, and suggest helpful tips for how they could decrease consumption.

Reduce vandalism in residence halls (to public spaces and individual rooms).

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Campus Sustainability Committee, Residential Education, Alford Center, Registrar, Student Activities Office, Student Government, and the Office of the President.

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

Goal 1 – Increase engagement with the Central Ohio community through service-learning, internships, research, programming, and strategic collaborations with other organizations and institutions.

Goal 2 – Leverage campus resources to increase local economic development by supporting local businesses and organizations.

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

Create a community art space in Downtown Newark.

Develop meaningful internships with local businesses and organizations that focus on issues of Sustainability.

Coordinate and collaborate with local service organizations on activities that promote the triple bottom line and use Denison students, faculty, and staff to aid in the implementation of these activites.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Alford Center, Campus Sustainability Committee, Provost, Office of the President, Career Exploration.

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

Over the past five years Denison eCO2 emissions* have averaged 79.4 million pounds annually. Approximately 80% of eCO2 emissions are directly caused by electricity use, heating, and cooling of campus buildings. In 2014, Denison stopped burning coal, replacing it with natural gas, effecting an immediate 20% drop in eCO2 emissions. Ultimately, complete elimination of Denison's net emissions will require not only conservation, but also a transition to carbon-neutral sources of heat and electricity.
Denison will need to evaluate its current use of buildings and develop ways to ensure that new and renovated buildings not only address the curricular and co-curricular needs of the college, but that go beyond carbon neutral and help to reduce the carbon footprint of the college.

Goal 1 – Invest significantly in local sources of clean energy production to meet both current energy needs and the goal of carbon neutrality by 2030.

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

Be carbon neutral by 2030.
Phase 1: Reduce carbon dioxide emissions, pollution and environmental degradation from current energy sources.

Investigate opportunities to utilize the existing heating and cooling plants more effectively.

Phase 2: Change main sources of heating, cooling, and electricity to reduce carbon dioxide emissions, pollution, and environmental degradation.

Ensure coal is never burned again on campus.

Continue to expand use of carbon-neutral sources of electricity, specifically wind and solar, including on- or off-site generation.

Investigate alternatives to the current steam and chilled water plants for heating and cooling, including but not limited to: a co-generation plant; ground source heat pumps (geothermal); carbon-neutral fuels such as a sustainably sourced biofuel; decentralization, or an alternate location of the plant if centralized; absorption cooling; and thermal storage.

Include, along with engineering and economic life cycle analysis, a thorough investigation of potential future technology and trends impacting the potential carbon footprint of the various energy sources.

Phase 3: Purchase or produce energy from renewable and carbon-neutral sources to reduce carbon dioxide emissions from the use of fossil fuels.

Create a 15-year Road Map for achieving carbon neutrality status by 2030, including detailed intermediate goals, long-term strategic objectives, and timetables.

Work toward objectives set by the Road Map by installing on-site renewable energy generation and implementing aggressive energy conservation measures, and/or investing in off-site renewable energy credits.

Keep abreast of technological advances.

Continually assess the costs and benefits to increase the use of renewables systematically.

Include an educational component connected to any renewable energy development on campus or purchase of renewable energy credits.

All of these objectives are ongoing and the plan calls for action on each within five years and have the overall time table of 2030 for neutrality.

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

Facilities Services, Office of Sustainability, VP of Finance & Management.

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

Over the past five years Denison eCO2 emissions* have averaged 79.4 million pounds annually. Approximately 80% of eCO2 emissions are directly caused by electricity use, heating, and cooling of campus buildings. In 2014, Denison stopped burning coal, replacing it with natural gas, effecting an immediate 20% drop in eCO2 emissions. Ultimately, complete elimination of Denison's net emissions will require not only conservation, but also a transition to carbon-neutral sources of heat and electricity.

Denison will need to evaluate its current use of buildings and develop ways to ensure that new and renovated buildings not only address the curricular and co-curricular needs of the college, but that go beyond carbon neutral and help to reduce the carbon footprint of the college.

Goal 1 – Design, construct, and renovate buildings to a rigorous and innovative sustainability standard (LEED Gold).

Goal 2 – Continue to improve the energy-efficiency and environmental sustainability of building operation and maintenance.

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

Include sustainability and efficiency decisions at the forefront of all future planning decisions. Vigorously challenge the need to expand total square footage across campus by instead improving utilization of existing spaces.

Any new construction cannot cause an increase in the overall carbon footprint of the campus.

Ensure that all new construction and major renovations are designed and built to a high standard of sustainability, such as LEED Gold.

Work closely with design teams and representatives from the Campus Sustainability Committee to include best practices and start with the greenest possible design.

Implement funding strategies for proposed construction in which both initial and ongoing costs are considered. Ensure decision makers (i.e. Board of Trustees) are well informed about potential long-term financial and energy savings in building operations by utilizing greener technology that may have higher upfront costs.

Review certification programs and identify an appropriate method to ensure that Denison will be an innovator in green building construction. Review the advantages and disadvantages of obtaining documented certification and consequences of obtaining them.

Require Life Cycle Cost analysis on HVAC, electrical, plumbing and building systems on projects more than $500,000.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Facilities Services, Office of Sustainability, VP of Finance & Management.

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

Denison is emerging as a national leader in sustainable campus dining. We currently source 27% of our food locally. We are committed to responsibly-sourcing all of our food on campus. Responsible sourcing means: purchasing as much of our food locally as possible from producers we know; doing business with farms who don't take advantage of their workers; buying foods produced sustainably in ways that protect the land and water; staying away from hormones and antibiotics that are used unnecessarily; and choosing foods that have lower carbon and water footprints.

Goal 1 – Source our food responsibly.

Goal 2 – Integrate residential health and wellness with sustainable dining efforts.

Goal 3 – Support the development and growth of local producers.

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

Actively help build and promote local food systems and supply lines in the community.
Move to "meatless days"

Look at options to freeze local foods from summer months, for use in winter months.

Educating kitchen staff on when to prepare food / when to turn on ovens / using HVAC systems properly. Implement a sustainability side of this training and invite D.U.

Invest in local farms to help build their capacity to provide responsibly-sourced products for Denison.

Minimize food waste by doing batch cooking and employing food recovery.
Utilize reusable containers in all to-go operations

Minimize the use of disposable water bottles on campus

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Administrative Services, Office of Sustainability, Campus Sustainability Committee, Dining Committee, VP of Finance and Management.

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

Over the past five years Denison eCO2 emissions* have averaged 79.4 million pounds annually. Approximately 80% of eCO2 emissions are directly caused by electricity use, heating, and cooling of campus buildings. In 2014, Denison stopped burning coal, replacing it with natural gas, effecting an immediate 20% drop in eCO2 emissions. Ultimately, complete elimination of Denison's net emissions will require not only conservation, but also a transition to carbon-neutral sources of heat and electricity.
Denison will need to evaluate its current use of buildings and develop ways to ensure that new and renovated buildings not only address the curricular and co-curricular needs of the college, but that go beyond carbon neutral and help to reduce the carbon footprint of the college.

Goal 1 – Enable better assessment and increase awareness in the campus community by collecting and disseminating data and information on campus energy use.

Goal 2 – Reduce overall energy consumption by establishing policies, educating the community, and encouraging proactive behavior.

Goal 3 – Continue to improve the energy-efficiency and environmental sustainability of building operation and maintenance.

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

Continue to collect and analyze monthly consumption information for all utilities: electricity, water, natural gas, steam, coal, gasoline, and diesel. Organize, and share widely, data on consumption by areas such as academic, general and residences.

Continue to install utility metering systems (esp. steam, condensate, and water) to collect real time data where feasible/practical.

Continue to implement a campus energy dashboard that is accessible to all Denisonians. This will be used to monitor energy use by building to promote awareness of energy usage.

Continue to mock bill students to educate about energy usage and "real world" costs, and to discourage wasteful energy practices.

Update, expand, and disseminate campus-wide standards for indoor temperature, humidity, air quality, and lighting, and implement in new and renovation buildings.

Create educational materials explaining policies and conservation programs specifically targeted to students, faculty, and staff.

Develop and disseminate efficiency standards and usage guidelines to reduce energy consumption of office and personal equipment and appliances, such as refrigerators and space heaters. This should include completely eliminating the use of inkjet printers on campus, and utilizing existing policy and procedure documents such as the "Guide to the General Operating Procedures" and "Green Office Certification" to help inform and educate the community on reducing personal energy consumption on campus.

Utilize students and the campus community to help investigate, monitor, and reduce wasteful energy consumption across campus (such as turning off lights, closing unused hoods, and powering off digital projectors after use) and to create programs to drive behavior change.

Encourage behaviors and practices that utilize building spaces more fully to minimize climate control and lighting use, such as using natural light when available and creating designated study spaces that concentrate students into fewer individual buildings/spaces.

Identify and implement a sustainable 'Green Standard' for the maintenance and operation of buildings across campus.

Identify a benchmarking tool to compare building energy use on Denison's campus with similar buildings on other campuses (such as USEPA Energy Star rating system) and establish benchmarking goals.

Reach full compliance for the 'Green Cleaning Program' requiring all products used in cleaning buildings to be 'certified' products unless written documentation is provided.

Continue to operate and maintain building equipment and systems to maintain established health, safety and environmental requirements, while minimizing energy consumption.

Establish policies and programs to reduce the need to heat and cool buildings and spaces when unoccupied, both after normal working hours and when the campus is on break.

Continue to install equipment, sensors and controls to automatically reduce lighting and HVAC energy consumption in all new construction, and wherever cost-effective.

Re-commission existing equipment and control systems on a regular basis and investigate continuous commissioning programs to keep systems operating at peak efficiency. Continue to upgrade or install control systems to utilize energy saving strategies when operating HVAC, lighting equipment, and systems.

Upgrade or replace inefficient HVAC equipment or systems, replacing them with appropriate technology to help reduce and control energy use.

Continue to survey all major buildings for energy conservation measures, and complete economically feasible projects as quickly as possible.

Provide domestic hot water only where needed or required by code and investigate alternative methods for producing domestic hot water that improves energy efficiency.

Eliminate the use of chilled water drinking fountains across campus by replacing broken refrigerated units with fountains that do not have refrigeration. Install bottle-filling compatible fountains at key locations.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Facilities Services, Office of Sustainability, VP of Finance & Management.

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

Taken as a whole, campus operations are the single biggest component of our environmentally-focused sustainability efforts. Many of these efforts go unnoticed by the campus community because they happen behind the scenes or in ways that have little or no noticeable impact to students, faculty and staff. This doesn't lessen their importance, but does highlight a need to increase campus awareness about this critical aspect of building a sustainable campus.

Denison reduced water use by 10% (4 million gallons) per year since 2005 by upgrading to low flow alternatives and we use untreated well water and rainwater for our limited irrigation applications. The college is committed to maintaining the aesthetics of its campus grounds and has created a campus arboretum and a number of grow-zones that reduce the need to mow many areas on campus.

Goal 1 – Reduce the impact of maintaining Denison's campus landscape through the use of environmentally friendly landscaping practices and appropriate technology and maintenance practices.

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

Identify and expand areas of land for low or no mowing. Include signage and community education about these areas.

Reduce the use of petroleum based fertilizer by increasing and improving composting.

Explore alternative equipment, development of policies, procedures and processes used to maintain the campus and identify best practices that reduce labor and reliance on non-organic and petroleum based chemicals.

Plant native, deer resistant, and low maintenance shrubs, trees, and plants.Expand the planting of trees wherever possible.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Facilities Services

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

Denison continually aims to streamline its purchasing process to increase efficiency and better track purchase and use of equipment and supplies. In addition Denison plans to divert more of its purchases to local businesses to help grow and support the local economy.

Denison views purchasing and consumption as being directly linked to campus waste issues and will work towards minimizing packaging and overall waste associated withe to products and goods it purchases each year.

Goal 1 - Develop a comprehensive sustainable purchasing policy.

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

Develop more sustainability themed components in the general operations guide and conducting training on sustainable purchasing processes.

Set guidelines for purchasing within the Ohio Five

Prioritize items and sources that use less packing materials

Conduct a comprehensive assessment of campus purchasing to identify opportunities for conservation (where are we buying, are we duplicating purchases)

Develop an online database of campus surplus.

Increase spend on locally-sourced products and businesses.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Administrative Services, Office of Sustainability, VP of Finance and Management, and Purchasing Office.

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

Taken as a whole, campus operations are the single biggest component of our environmentally-focused sustainability efforts. Many of these efforts go unnoticed by the campus community because they happen behind the scenes or in ways that have little or no noticeable impact to students, faculty and staff. This doesn't lessen their importance, but does highlight a need to increase campus awareness about this critical aspect of building a sustainable campus.

Denison's campus is pedestrian-friendly. While the college is nearly 100% residential,
86% of faculty and staff commute to work each day. With a desire to increase off-campus community engagement, particular attention will need to be placed on providing viable transportation options and alternatives that align with broader sustainability goals and benefit the whole community.

Goal 1 – Move toward a more efficient and better managed University fleet.

Goal 2 – Reduce driving on campus while encouraging alternatives like ride-sharing, biking, and walking.

Goal 3 – Evaluate and reduce the environmental impact of air travel by students, staff and faculty.

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

Evaluate current fleet management system and improve for greater efficiency. This would include making non-specialized vehicles part of a central pool and providing an online reservation system through which campus members can reserve appropriate vehicles from that pool for university business

As part of fleet management, evaluate vehicle use by major fleet users, including security and facilities. Determine if some vehicles could be replaced with more efficient types of vehicles (cars in place of vans or SUVs) or if some vehicle use could be accomplished with alternative transport such as golf carts, Segways or bikes

Establish a leasing/purchasing policy for campus vehicles that assesses both the need for a given vehicle and type of vehicle proposed for purchase or replacement, with the goal to purchase the most fuel efficient and cost appropriate vehicles

Research the costs and benefits of alternative fuel and high efficiency vehicles (such as biodiesel, hybrid, electric, and/or compressed natural gas) for addition to the fleet.

Establish a pilot program to test the best possibilities as fleet vehicles are replaced

Educate staff that use university vehicles to reduce idling time; this might include signage on DU vehicles instructing the operator to minimize idling.

Increase the cost of student parking permits over 3 years to $150, while maintaining and publicizing a discounted rate ($25) for the Orange lot. Consider more restrictive parking permits to limit driving from one part of campus to another.

Add bike sheds, racks, covered areas (part of new performing arts building?)

Evaluate expansion of the third party car share program (such as ZipCar) on campus. The car(s) would be available for private use by students, staff, and faculty, as well as possibly as a supplement to the University fleet when necessary

Evaluate current shuttle programs available to students for transport to Columbus, the airport, and area shopping. Expand shuttle service as appropriate, investigate potential community partnerships (e.g., Licking County Transit, COTA, etc.).

Publicize bike share, car share options, ride share boards, and shuttle services to reduce the use of and need for a car on campus

Evaluate and improve walking access to campus from surrounding neighborhoods (repair stairways, add pathways and sidewalks if needed to better connect campus to the village).

Evaluate and improve bicycle access to campus from surrounding neighborhoods as well as bicycle parking options on campus (consider adding bike racks and/or bike sheds)

Incentivize faculty and staff to carpool by offering designated parking spots in the garage with special carpool parking stickers.

Collect data on air travel related to university business

Collect data on student travel that is part of their educational experience (such as study abroad, conference, or research trips)

Research ways to reduce the carbon footprint associated with air travelEncourage departments to utilize Skype for interviews and meetings whenever practical to reduce the need for air travel.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Facilities Services, Administrative Services, Office of Sustainability and the Campus Sustainability Committee.

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

Taken as a whole, campus operations are the single biggest component of our environmentally-focused sustainability efforts. Many of these efforts go unnoticed by the campus community because they happen behind the scenes or in ways that have little or no noticeable impact to students, faculty and staff. This doesn't lessen their importance, but does highlight a need to increase campus awareness about this critical aspect of building a sustainable campus.

What campus does with its waste is and has been a continual problem. Recycling rates have leveled off at 25–30% with no discernable difference in the overall amount of material processed on campus. The college must find ways to minimize the waste stream and increase diversion rates from landfills.

Goal 1 – Treat campus waste responsibly by developing and utilizing responsible waste management practices.

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

Investigate the most effective way for the Denison community to recycle (commingling versus sorted)

Institute a campus wide system for compost collection

Create a recycling point person for each academic and residential building and steering committee to identify best models for location dependent recycling

Improve recycling in residence halls by installing larger recycling bins and expanding recycling options

Expand participation in "Recyclemania" through better publicity

Collect and recycle more construction waste from summer and regular small scale projects

Track and publicize monthly waste land-filled, recycling rate, and compost generated

Educate campus community about ways to reduce consumption and promote reuse and sharing of campus resources

Develop targets level for waste on campus per person.

Increase number of recycling bins across campus

Create student jobs for recycling, sorting, and/or composting operations

Provide more education about composting in dining halls

Investigate options for increasing recyclable/compostable containers at Slayter

Incorporate new composting stations into Huffman and Curtis to help facilitate and educate about composting practices

Recyclable or compostable take-out containers

Purchase food pulpers for Curtis and Huffman OR invest in chipper for more efficient composting (do we also need to allocate more land for compost piles?) – Moved to "Waste"

Install dishwashing facilities in ALL campus dining locations, including any new buildings with snack bar or other food service

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Facilities Service and Office of Sustainability.

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

Taken as a whole, campus operations are the single biggest component of our environmentally-focused sustainability efforts. Many of these efforts go unnoticed by the campus community because they happen behind the scenes or in ways that have little or no noticeable impact to students, faculty and staff. This doesn't lessen their importance, but does highlight a need to increase campus awareness about this critical aspect of building a sustainable campus.

Denison reduced water use by 10% (4 million gallons) per year since 2005 by upgrading to low flow alternatives and we use untreated well water and rainwater for our limited irrigation applications. The college is committed to maintaining the aesthetics of its campus grounds and has created a campus arboretum and a number of grow-zones that reduce the need to mow many areas on campus.

Goal 1 – Reduce the use of water and the energy used to heat, transport, and treat water.

Goal 2 – Protect the local potable water supply.

Goal 3 – Reduce the impact of maintaining Denison's campus landscape through the use of environmentally friendly landscaping practices and appropriate technology and maintenance practices.

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

Continue to upgrade all fixtures on campus to low flow fixtures.

Eliminate any use of city water for irrigation in landscaping, and work toward use of only rainwater rather than well water.

Explore and implement where feasible alternative water collection, including optimizing use of the underground cistern, other rainwater collection, and condenser water from air-handling systems.

Adopt a policy that no additional irrigation will be added unless it draws from non-city water sources.

Consider water use when purchasing equipment and seek sustainable alternatives to equipment with heavy water use demands such as once through water cooled equipment.

Limit polluting runoff from our campus wherever possible by minimizing and using best practices for applying substances like fertilizer and road salt.

Work proactively to prevent pollution from fuel, oil or other spills. Follow best practices to promptly clean up any spills that do occur.

Continue to utilize retention ponds, bio swales, and other structures to reduce run-off.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Facilities Services and The Office of Sustainability.

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

Denison aims to increase both Diversity and Affordability and will continue to develop scholarships and programs to ensure both.

As an intellectual community, Denison's vitality lies in inquiry and exploration—in consistently seeking out new understandings and points of view. Therefore, we see not just the value but the necessity of fostering a community of diverse individuals: students, faculty and staff of varying backgrounds, religions, ethnicities, abilities and worldviews who all recognize the importance of sharing their unique insights and ideas. Every voice speaks to a new perspective, so every voice matters.

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

As part of the developing fundraising campaign, Denison will make scholarships the central focus of the campaign.

Create scholarship opportunities and conduct targeted outreach to attract prospective students from a wide range of cultural and economic backgrounds.

Develop programs and policies that foster the development of a diverse faculty.

This objectives are ongoing and the plan calls for action on each within five years.

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

Provost, Human Resources, Financial Aid, Office of the President.

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

Denison University strives to enhance the general health and wellbeing of its faculty, staff, students and visitors, to become a healthier community.

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

Develop comprehensive programming centered on student wellness.

Establish Denison as a tobacco-free campus.

Increase counseling and support services for students.

Develop opportunities to teach life skills to students that include: cooking, budgeting, personal fitness, and coping strategies.

All of these objectives are ongoing and the plan calls for action on each within five years.

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

Human Resources, Counseling Center, Residential Education.

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

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

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

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

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

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

The institution's definition of sustainability:

Denison is a community committed to being environmentally, socially, and economically sustainable. Each member of our campus community is empowered to be an active citizen, engaged in social change locally and globally. We integrate sustainability into teaching, learning, scholarship, and our daily lives. We recognize our responsibility to current and future generations. We consume mindfully and invest ethically, while maintaining the dynamic systems necessary to support a healthy, vibrant, and just global community. Our commitment to sustainability runs deep.

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

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Governance

Score	Responsible Party
	Jeremy King
3.00 / 3.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students can be elected to and/or elect representatives to the Denison Campus Governance Association (DCGA). Additionally, student representatives are elected by DCGA to serve on Faculty Campus Governance Committees.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
No

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

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

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

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

In campus Master Planning (2013) and Strategic Planning (2014-2015) student representatives are included in the process and all students have the opportunity to provide feedback and ask questions.

In addition, students serve on nearly all campus governance committees and have the opportunity to influence the decision-making process for most campus activities.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Like students, staff are elected by their peers to serve on most campus governance committees.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

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

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

In campus Master Planning (2013) and Strategic Planning (2014-2015) staff representatives are included in the process and all staff have the opportunity to provide feedback and ask questions.

In addition, staff serve on nearly all campus governance committees and have the opportunity to influence the decision-making process for most campus activities.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

All faculty can serve on campus governance committees and all faculty can attend and participate in the general faculty meetings.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:
No

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

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

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

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

In campus Master Planning (2013) and Strategic Planning (2014-2015) faculty representatives are included in the process and all staff have the opportunity to provide feedback and ask questions.

In addition, faculty serve on all campus governance committees and have the opportunity to influence the decision-making process for most campus activities.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Diversity & Affordability

Points Claimed 9.13

Points Available 10.00

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

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	3.38 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Denison has the following people and entities that focus on diversity and equity issues on campus:

Associate Provost for Diversity and Intercultural Education - Reporting to the Provost, the Associate Provost leads efforts to enhance diversity and intercultural education on Denison's campus and promotes an institutional culture that values and supports diversity and intercultural education.

Center for Cross-Cultural Engagement - Assumes an active role in developing cross-cultural competence in all students at Denison University. Includes:

Director of Multicultural Student Affairs
Director of International Student Services
Director, Center for Women & Gender Action

Campus Climate Team - Represents different constituencies of the campus in monitoring and reporting on matters that influence the climate experienced by members of the University community.

Title IX Coordinator

Diversity Strategy Team - The goal of the Team is to help Denison move from a place that is simply diverse to one that embraces difference, intercultural understanding and inclusion as core values. The team, made up of faculty, staff and students, has been charged with coordinating the production of a report that does three things:

1. Analyzes and articulates the state of diversity, equity and inclusion at Denison University.

2. Lists priorities.

3. Creates an action plan that includes short- and long-term goals.

The initial work of the team will be two-fold: 1) review recently collected student data to assess top priorities and recommend immediate actions and 2) conduct a campus climate study focused on faculty and staff. We want to discern where Denison's efforts toward diversity, equity and inclusion stand. We will ask:

• What are we doing well?
• Where are we struggling and need to improve?
• What changes in the external environment create new opportunities?
• What changes in the external environment present challenges?

From this analysis, we will determine what priorities for Denison should be at this moment in our institutional history. We will then activate issue-based teams to address specific topics that we deem of highest priority.

Diversity Advisory Committee (DAC) -Mission Statement of the Diversity Advisory Committee:

Through a primary focus on matters pertaining to faculty diversity, the Diversity Advisory Committee seeks to assist the College in conceptualizing a clear vision for diversity at Denison during each stage of the College's history and institutionalizing this vision in the structural arrangements, policies, procedures, programs and daily life of the College. It is critically important that faculty play a meaningful role in assisting the College in pursuing its Mission to "educate critical thinkers, discerning moral agents and active citizens of a democratic global society" (Denison Mission Statement). The importance of diversity to this mission is well articulated in Denison's statement on the educational value of diversity, adopted by the faculty in 2007. It states: "Denison is committed to the idea that our community should include people from a wide range of religious, cultural, ethnic, racial, gender, sexual orientation and socio-economic backgrounds in order to realize the goals of a liberal arts education . . . Diversity in all facets of the university has educational value for all students and benefits all members of the campus community". (Diversity at Denison:

http://www.denison.edu/about/diversity.html

. The establishment of the Diversity Advisory Committee links the faculty's distinct understanding of and contribution to the academic mission of the College with the Provost's Office to inform, advise, and assist in the formulation and implementation of the College's commitment to developing and sustaining a community where 1) faculty of all social identities can participate, contribute, and thrive; 2) core values of learning in the liberal arts context are promoted through a diversity of faculty identities, perspectives, pedagogies (See Diversity at Denison:

http://www.denison.edu/about/diversity.html

); 3) The tensions that arise in any diverse community are met pro-actively and compassionately—informed by the multiple intellectual traditions that constitute the College; and 4) where, we not only address conflicts with insight and courage, but we vigorously affirm and celebrate the many ways we learn from our diversity and that of the society.

Purpose:

To assist the Provost's Office by working regularly with the Associate Provost, designated to have primary oversight with respect to faculty diversity so that there is a broad spectrum of faculty perspective and insight available to the Provost's Office for the purpose of formulating, planning, and implementing faculty diversity initiatives at Denison.

This work will include, but is not limited to:

--Making recommendations to the Provost on matters pertaining to faculty diversity.

--Working with the Associate Provost to guide and offer recommendations regarding hiring, recruitment, and retention of faculty as it relates to diversity

--Assisting in the development of programs, policies, procedures and initiatives relating to faculty diversity

--Interfacing and collaborating with other faculty, committees and governance bodies on campus on issues pertaining to faculty diversity.

--Identifying and implementing issues that need attention and working to formulate how such issues can best be addressed.

--Developing, facilitating or engaging in program implementation pertaining to Faculty Diversity

--Developing or linking the institution to appropriate consultants, experts, and consultative processes and tools (e.g. diversity assessment processes, intervention strategies, etc.)

--Developing approaches to acknowledge, affirm, and recognize the work that we do toward building a thriving community that honors diversity.

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

2

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

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Associate Provost for Diversity and Intercultural Education offers trainings by request. Recent trainings include, but are not limited to:

Diversity at Denison - New Faculty Orientation
1) A broad overview of diversity at Denison.
2) Increasing self-awareness around bias, privilege and difference,
3) How to make classrooms inclusive and equitable in order to improve learning outcomes
4) Familiarize faculty with available resources around diversity.

Diversity among faculty - New Chairs Orientation
1) Overview of conducting a search
2) supporting and retaining diverse faculty

Implicit Bias and the Evaluation of Faculty - Workshop on how to avoid common implicit biases in selecting candidates from applicant pool, and the ways in which student evaluations are biased and can impact faculty promotions.

Dialogue on Cultural Appropriation - Sustained Dialogue
Discussion on the ways in which cultural appropriation is harmful to community

Supporting diverse students - Athletics Department Staff meeting - Presentation on ways to support students of various backgrounds and how to collaborate with other campus resources

Diversity at Denison - Fall Student Overnight / Admissions Diversity Luncheon Students engage in discussion of social issues and how perspectives, values and world views vary across social identities. Students explore how differences in perspectives and identities may relate to campus life at Denison.

Communicating with Cultural Competency - Division of Student Development Interactive workshop on understanding positionality and privilege, communicating more effectively with marginalized students.

Other activities:
Mentoring Matters: Intentionally Learning with and from Our African American Male Students. Co-Sponsored by the Office of the Associate Provost for Diversity and Intercultural Education; the Center for Learning and Teaching, the Center for Cross Cultural Engagement, the Office of First Year Programs, the Office of Religious and Spiritual Life, and Men & Mentoring at Denison.

Purpose: To provide a one-day workshop dedicated to helping faculty and staff
better understand ways to effectively mentor Denison's African-American male students, giving special attention to issues and questions around teaching, learning, and creative/research collaborations (either in small pods or one-to-one) and the ways these collaborations present distinct opportunities to intellectually (and holistically) support and affirm college-aged African-American men.

Intended Outcomes:
• To invite participants to reflect critically on and initiate the process to re-frame potential assumptions, biases, and/or cultural/social blind-spots that may negatively affect the development of potential mentoring relationships/collaborations with Denison's black male students;

• To help participants develop familiarity with research-based insights into African American males' cognitive processes and cultural experiences and the ways these may impact students' understanding of and engagement with "college";

• To model for participants ways to connect research-based learning and teaching practices to holistic issues (social, cultural, spiritual) in order to provide a fuller picture of the kinds of motivation that might positively affect black males' learning in college; and

• To prompt participants to identify and begin to imagine executing initiatives to promote and sustain on-going, genuine intellectual mentoring relationships between faculty/staff and black male students (i.e., Summer Research, Senior Research, Research Pods/Teams, Other Models/Contexts).

The Human Resources Department offers diversity training every three to five years. The trainings are conducted by Career Growth Associates. These trainings are open to all employees of the college. Cultural awareness and respecting a diverse work environment are the foci of these trainings.

The Black Studies Program at Denison offers diversity trainings on a yearly basis for faculty with the main emphasis being on pedagogy, race, and sexual identity.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Assessing Diversity and Equity

	Score		Responsible Party
			Jeremy King
	0.75 / 1.00		Campus Sustainability Coordinator
			Office of the President

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Data from the following surveys has been reviewed and is currently being evaluated by the college and the Diversity Strategy Team to assess campus climate and equity for all groups of students. The Diversity Strategy Team will also produce a survey and hold focus group meetings this semester. The Team will assess climate for students, faculty and staff.

LGBTQ Friendly Campus Climate Score
Campus Climate Survey
NSSE
National College Health Assessment
Your First Year student survey
Senior Survey
6 months post graduation survey
5 year out alumni survey

The institutional has and is assessing the above mentioned survey results in order to understand where problems occur that create disparities based upon identity. To date, we have compared results based upon race, gender, sexuality, family income, ability, first-generation college and nationality/immigration status.

All of these surveys/assessments have been done within the last four years.

Has the institution assessed student diversity and educational equity?:

Yes

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

Data from the following surveys has been reviewed and is currently being evaluated by the college and the Diversity Strategy Team to assess campus climate and equity for all groups of students. The Diversity Strategy Team will also produce a survey and hold focus group meetings this semester. The Team will assess climate for students, faculty and staff.

LGBTQ Friendly Campus Climate Score
Campus Climate Survey
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National College Health Assessment
Your First Year student survey
Senior Survey
6 months post graduation survey
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All of these surveys/assessments have been done within the last four years.

Has the institution assessed employee diversity and employment equity?:

Yes

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

Denison has a Faculty of Color and International Faculty group who has evaluated issue of employee diversity and equity. This group has focused on issues of tenure, promotion, and salary. They utilize data provided by the Office of Institutional Research. Their findings are shared with the Provost and the Director of Human Resources.

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

No

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Support for Underrepresented Groups

Score	Responsible Party
	Jeremy King
2.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

Denison has a strong office of Multi-Cultural Affairs that seeks to provide support and programming to under-represented groups within the student body.

Programs and organizations on campus that reach out to and include under-represented groups within the student body include:

Black Student Union - An educational, political and social organization whose main purpose is to serve as a support mechanism for students of African descent.

Denison International Students Association (DISA) - A group of students and faculty (American and International) who are interested in the exchange of cultural ideas.

Asian-Culture Club (ACC) - Serves the needs and interests of its members by providing programs and opportunities for discussion of Asian-American issues.

Sustained Dialogue - A student-run, nationally recognized organization that takes an action-oriented and dialogue-based approach to confronting racism, sexism and homophobia, amongst other issues, in the Denison community. The organization's main goal is to create an understanding amongst students of different backgrounds, thus creating safe and comfortable campus environment for all people including students, faculty, and staff.

La Fuerza Latina - A Latino student organization designed to enrich the academic, social and cultural experience for Hispanic/Latino students at Denison as well as the general student body.

Outlook - A program that is dedicated to educate the campus about Gay/Lesbian/Bisexual/Transgender issues.

Women's Emphasis - Female and male students who are concerned with the status of Women on our campus. The group tries to make the campus more aware of the problems as well as the opportunities facing women and men today.

Support Services-

Besides the Office of Multi-Cultural Affairs, Denison offers the following student services to assists students from under-represented groups on campus.

* The Office of Academic Support
* The Department of Affirmative Action
* The Counseling Center
* The Peer Advisory Network (PAN)
* The Residence Hall Staff
* The Office of Religious Life

http://www.denison.edu/offices/multicultural/_intrest_groups_.html

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

http://www.denison.edu/offices/provost/diversity_guide.html

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution's discrimination response policy, program and/or team:

Denison University's Response Protocol for Bias and Hate-Related Incidents

Denison University is committed to being an inclusive community that is welcoming to all – a place that recognizes and celebrates difference. When an individual or group is disrespected or subjected to discrimination or other mistreatment because of a particular characteristic or their actual or perceived group membership, it has a negative effect on the entire campus community. Every student, staff and faculty member has a rightful place at Denison and reported incidents of violence, intimidation, bullying, harassment and hate will be addressed with the intention of seeking a resolution that strengthens our community and upholds its members in their diversity.

Student Development's Response Protocol for Bias and Hate-Related Incidents was created in June 2013 in order to have a mechanism for responding in a consistent and comprehensive manner to bias-related incidents that occur between students. Students, staff and faculty members were involved in the development and implementation of this protocol.

Denison Campus Reporting (CARE) Advisors are members of university staff and teaching faculty who have received specialized training to help students report and address incidents of disrespect, either as a harmed party or alleged offender. These include incidents of bias-related behavior, violence towards others, and sexual misconduct. CARE Advisors are also available to students involved in other types of conduct matters. A harmed party reporting a bias-related incident to a Denison CARE Advisor may choose to be unnamed in a report unless something poses a threat to the campus community, someone is in immediate danger and/or menacing and/or a felony crime has occurred. Denison CARE Advisors are private resources, meaning that they only share information with those who need to know the information to do their jobs proficiently. Harmed parties and alleged offenders who are named in the same bias-related report will work with different Denison CARE Advisors.

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Support for Future Faculty Diversity

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

Denison participates in the Consortium for Faculty Diversity (CFD) and hires one doctoral candidate or post-doc each year. The CFD is committed to increasing the diversity of students, faculty and curricular offerings at liberal arts colleges. The Consortium was founded as an association of liberal arts colleges committed to strengthening the ethnic diversity of students and faculty at liberal arts colleges. The early goals of the Consortium included encouraging U.S. citizens who are members of under-represented minority groups to complete their graduate programs and consider faculty employment in liberal arts colleges. The Consortium now invites applications for dissertation fellowships and post-doctoral fellowships from those who are U.S. citizens or permanent residents and who will contribute to increasing the diversity of member colleges by increasing their ethnic and racial diversity, maximizing the educational benefits of diversity and/or increasing the number of professors who can and will use diversity as a resource for enriching the education of students.

In addition to the CFD, the Associate Provost for Diversity and Intercultural Education provides oversight of all tenure-track faculty searches. This includes:

• Help crafting job descriptions to attract a diverse applicant pool
• Working with search committees to help prevent bias in the review of applications
• Working to ensure that the interview list is as diverse as possible.

The Associate Provost also:

• works to increase awareness of the ways in which a faculty person's identity impacts a student's course evaluation.

• Monitors faculty mentoring to ensure equity in the mentoring process

• Works to ensure that all faculty are retained.

Denison participates in the Consortium for Faculty Diversity (CFD) and hosts CFD scholars each year. (In 2009-10 there was one scholar on campus and there was one scholar for the 2010-2011 school year as well.) This program provides teaching experience and mentoring for post docs and for graduate students nearing the end of their degree who are from backgrounds traditionally underrepresented in liberal arts college faculty.

Denison also participates in the Preparing Future Faculty program with Ohio State University. Seven faculty members mentor post docs and senior grad students from Ohio State each year. This program is open to individuals from all backgrounds.

The Gilpatrick Center encourages and helps students apply for different scholarships to encourage students from under-represented groups to pursue graduate degrees. These scholarships include McNair scholarships, SROP scholarships, and Ford Diversity scholarships.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Affordability and Access

Score	Responsible Party
3.38 / 4.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

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

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

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

Denison continues to have a need blind admissions policy. When students are accepted for admission to Denison, they are evaluated for merit scholarship eligibility. Approximately 93% of the students accepted for admissions are awarded one of the merit scholarships ranging from $8,000 to $46,000 annually for 8 semesters. Knowing that a portion of the tuition can be covered for 4 years, provided the student maintains the required GPA, can help a low-income family begin to plan for the 4 year costs of college.

If students apply for need based aid, the first source to meet federal need is the merit scholarship, if applicable. In addition to the merit awards, Denison attempts to meet federal need with a combination of federal, state, and institutional funds. In some cases of very high federal need, Denison is unable to meet 100% of this need. If students receive outside scholarships, these awards can help meet unmet federal need.

Denison's generous gift aid program (merit scholarships and need based grants) was funded with $57 million in institutional grants and scholarships in 2014-15 and will exceed $59 this year.

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

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

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

Denison scholarships are awarded by the Admissions Office and are based on merit. Because Denison practices need blind admissions, the Admissions Office staff does not know anything about the income levels of the applicants. Denison's Financial Aid Office awards need based grant funds to low income students. Eligibility for these awards is based on the information filed on the Free Application for Federal Student Aid (FAFSA).

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

Both the Admissions Office and the Financial Aid Office make available to parents of low-income students a variety of resources that explain the financial aid process from start to finish. These resources link parents with FAFSA forms, as well as calculators that help parents to assess true costs associated with attending Denison University. Both offices have extensive websites that detail the application and financial aid processes and link to available scholarships, grants, loans, available to in-coming students. During June Orientation, parents are given the opportunity to attend informational sessions relating to the college experience and to meet one-on-one with Financial Aid representatives.

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

Denison's financial aid staff is actively involved in the following outreach activities that are designed to help encourage students from low-income background to consider pursuing college after completing high school by educating them about the resources available to them to make college affordable:

Financial Aid Night Presentations—

The Director of Financial Aid does several presentations annually in central Ohio high schools that have large enrollments of low-income students. These presentations focus on the process of applying for aid and provide questions for the students and parents to ask at the respective colleges to which they will apply. Students and parents are encouraged to apply to colleges with a variety of costs because a higher cost school can be more affordable because it often awards more financial aid.

Call to College in Newark, Ohio-

This organization focuses its efforts on assuring that qualified students in Newark High School from low-income backgrounds have the opportunity to pursue higher education. The Financial Aid staff works closely with this organization to provide presentations when needed and to work with the Call to College counselors to encourage students to apply to Denison.

College Goal Sunday-

All of the Financial Aid staff volunteer to participate in this nationally organized annual event that takes place on a Sunday in February. This event is designed to provide opportunities for families and students to actually complete the FAFSA with the assistance of financial aid professionals that volunteer to the event. The college counselors at the sites hosting this event are appreciative of our willingness to help and they will encourage their students to include Denison in their list of schools to which they apply.

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

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

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

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Denison has very few non-traditional students on campus. However, we do have a Licking County Scholars program that allows area high school students to take courses for credit at Denison for approximately $300/course.

The Community Scholars program allows any Licking County resident age 30 and over to audit a course for $150.

In addition, Denison participates in the Yellow Ribbon program to help U.S. Veterans attend college.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial

support to help meet the child care needs of students:

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

Denison considers itself to be a residential liberal arts college, however it works with part-time students and veterans on issues of housing and commuting to campus. In the past, Denison has successfully found ways to provide viable housing options for non-traditional students.

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

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

	Percentage (0-100)
The percentage of entering students that are low-income	19.50
The graduation/success rate for low-income students	76.30
The percentage of student financial need met, on average	92
The percentage of students graduating with no interest-bearing student loan debt	50

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Health, Wellbeing & Work

Points Claimed   3.50

Points Available   7.00

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

Credit	Points
Employee Compensation	1.50 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.00 / 2.00

Employee Compensation

Score	Responsible Party
	Jeremy King
1.50 / 3.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

768

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

0

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

Yes

Number of employees of contractors working on campus:

120

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

0

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

All employee wages and benefits are compared to a market analysis and Denison offers wages and benefits at the level of or better than the market.

Our Dining Services Provider, Bon Appetit Mgmt Co offers competitive compensation, excellent benefits, and a positive work environment designed around the philosophy of mutual respect and the challenge of contributing to the continued success of its organization.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

768

Number of employees of contractors that receive sustainable compensation:

120

A brief description of the standard(s) against which compensation was assessed:

We routinely participate in compensation surveys and regularly perform analyses of the market to determine how we compare for all faculty and staff positions. Denison offers wages and benefits at the level of or better than the market to ensure that it is paying its workers at the highest level as compared to workers with similar jobs at other businesses/organizations in the area.

In addition all of our employees and that of our onsite dining provider earn a wage greater than the Federal poverty guideline for a family of four 0 $24,250 (in 2015) when benefits are factored in.

The lowest paid employee earns $21,840 and receives approximately $12,000 in health and retirement benefits. Using benefits to offset 20% of the salary yields a sustainable compensation of $26,208.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Our lowest paid employees receive no less than $10.50 per hour or the equivalent of $21,840 per year. However, 90% of new hires start at $11 an hour or higher ($11 an hour is $22,880 per year). The average annual wage for the lowest paid employees is $28,163. Average benefits is about $12,000 per employee.

Benefits include retirement contributions, health care, tuition exchange for dependents, and life insurance.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Average hourly rate is $11.30 an hour - benefits would be 18.65% of annual salary (or of hourly rate).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest wages we pay to casual or temporary staff is $10 an hour with 8.65% of rate for benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Adjunct faculty receive approximately $6,000 per course taught per semester.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Student employees are paid $8.75 an hour and receive 1% benefits.

The local legal minimum hourly wage for regular employees:

8.10 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or

financial support to help meet the child care needs of faculty and staff?:

Yes

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

Yes

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

http://www.denison.edu/offices/humanresources/benefits.html

Data source(s) and notes about the submission:
Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Assessing Employee Satisfaction

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction
• Learning and advancement opportunities
• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

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

Denison hired an independent firm in 2013 to conduct an employee satisfaction survey. The survey was open to all employees and had a 50% response rate. The results were shared in a series of meetings and forums.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Denison has both a Personnel Committee and a Support Staff Human Resources Advisory Group that focus on issues relating to employee satisfaction.

These groups have helped to clearly define job descriptions, addressed discrepancies in worker compensation, addressed workplace safety issues, and advocated for transparency.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Data source(s) and notes about the submission:
Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Wellness Program

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

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

The purpose of the Wellness Program is to provide faculty and staff with access to facilities and opportunities to receive information and assistance needed to work towards a more healthful lifestyle. The scope of the program includes health risk appraisal/screening; physical fitness workshops and instruction; educational workshops such as smoking cessation and weight watchers; and spiritual and emotional wellness.

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Workplace Health and Safety

Score	Responsible Party
0.00 / 2.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	39	24
Full-time equivalent of employees	670	605

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

	Start Date	End Date

Performance Year	July 1, 2014	June 30, 2015
Baseline Year	July 1, 2009	June 30, 2010

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

This is a date where we are 100% confident of the numbers reported.

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

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

Data source(s) and notes about the submission:

Denison maintains an internal password protected website where most of this information resides. Public access web pages have limited information on this topic.

Investment

Points Claimed   0.05

Points Available   7.00

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	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.05 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
	Jeremy King
0.00 / 2.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

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

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

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

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

Sustainable Investment

Score	Responsible Party
0.05 / 4.00	**Jeremy King** Campus Sustainability Coordinator Office of the President

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

773,500,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	5,300,000 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	---

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

Renewable energy funds

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

No

A copy of the sustainable investment policy:

The sustainable investment policy:

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

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

Does the institution's sustainable investment policy include negative screens?:
No

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

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Score	Responsible Party
	Annabel Edwards
0.00 / 1.00	Campus Sustainability Committee Member
	Campus Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

Points Claimed   3.00

Points Available   4.00

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	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	0.00 / 1.00

Innovation 1

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Big Red Buyers Club - Wholesale Dining

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

In an effort to further support local producers and to connect Denison faculty, students, and staff with high quality, local and responsibly sourced foods the Big Red Buyers Club was created. Utilizing the connections and buying power of Bon Appétit, Denison's dining service provider, gives the Denison community access to the same local coffee, cheese, yogurt, milk, beans, whole grains and cereal, salsa, syrups, pasta, flour, chocolate, candy, and gluten-free snacks that are served in the dining halls. By focusing on year round staple items, the Buyers Club complements the local produce already available at biweekly farmers' markets without competing with them.

The inspiration for the buyer's club was threefold: 1) add more support to Denison's Farm to Fork partners, 2) make it easier for members to be conscientious consumers, and even 3) help shape and support better eating and buying habits on the Denison campus. College is often the first time students cook for themselves in any significant way, and by providing them with convenient, affordable access to foods that happened to be healthy, local, and sustainable, the Bon Appétit team hoped to set them on the path to lifelong conscientious eating.

The Club was started as part of an Environmental Studies senior project initiated by Jen Curry '15 and Emily Marguerite '15. They worked with S.K. Piper, Bon Appétit's Sustainability Manager at Denison to launch the club. Anyone at Denison can create an online account on the university's CaterTrax site, and once they pay the membership fee, they receive access to the buyer's club menu. They can order and pay online, then pick up their order biweekly at the Slayter Student Union on campus.

In addition to these efforts, Bon Appetit/Denison Dining is getting a wholesale license to allow it more flexibility to source local products. One of the challenges to local and responsible sourcing of foods is overcoming additional costs of products without passing those on to students who are already feeling the financial pressures of college affordability. Bon Appetit has secured a wholesale license that will allow it to sell some f the food stuffs it obtains from local sources to other local restaurants and entities. This is beneficial in two important ways. First, it allows Bon Appetit to maintain positive and productive relationships with producers even when the college is not in session. These producers do not have to deal with seasonal fluctuations of our need - when we are not in session we sell those products to other local restaurants so they can increase their local food offerings and they get the added benefit of utilizing Bon Appetit's discounted volume pricing.

The second big benefit is that it allows us to switch to things like local chicken which is more expensive, except if we are able to buy the whole bird. We don't necessarily need the whole bird, so we take the cuts we need and then can sell things like bones - to make stock; and wings to local restaurants. In the end, it allows us to break even on the cost difference between local and traditional sourcing.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

This program effectively increases the local and responsible food spend associated with the college.

The program allows more local businesses to source from local farms and that further supports our regional food system while also building strong positive relationships with vendors and producers.

We can also measure and track the number of students, faculty, and staff that are regularly utilizing local food options.

A letter of affirmation from an individual with relevant expertise:

STARS Innovation Dining Support Letter.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes

Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.bamco.com/blog/denison-university-shares-farm-fork-products-big-red-buyers-club/

Innovation 2

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Newark Canal Market District & Enterprise Hub

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

In 2014 the Evans Foundation in the city of Newark, Ohio (5 miles from Denison) announced a new initiative to build a new covered outdoor Farmers' Market and develop an adjacent building to serve as a food processing hub for local farmers. Denison, as well as, its dining provider Bon Appetit, have partnered with the Evans Foundation, the City of Newark, and Licking Memorial Hospital on the project, contributing financially to a feasibility study. In addition, our Environmental Studies Program has focused three consecutive semesters of its Junior Practicum class to the Canal Market District.

In the first semester, the class did a complete environmental assessment for the building that is going to serve as the processing hub. This building last housed the Licking County Food Pantry. The class produced a report at the end that outlined cost-benefits of installing green features and making updates to the existing structure.

In the second semester, the Junior Practicum class conducted focus group sessions with residents of Newark - especially those in low-income areas adjacent to the planned Market District development. These provided valuable information to the Canal Market District Board and Executive Director about how to market the whole concept to the community and how to ensure people attend the market. It also led to the implementation of EBT machines at the market (the first in the county) that will allow people to use SNAP and Food Stamp benefits at the market.

The final semester of the Junior Practicum class focused on developing baseline data for the community. Working with a rural sociologist, the class recognized an opportunity to create the baseline of community data that will allow for future study of the market and food hub's impacts on both the people and the economy. It also will provide valuable data for future grant and funding proposals for the market.

Denison's Sustainability Coordinator serves on the Board of the Canal Market District and Enterprise Hub as a representative for the college.

http://denison.edu/academics/environmental-studies/whats-happening/du-students-help-in-city-pla

nning

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

CMD Support Letters.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	Yes
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.newarkadvocate.com/story/news/local/2015/05/04/denison-helps-develop-downtown-market
-district/26897071/

Innovation 3

Score	Responsible Party
	Jeremy King
1.00 / 1.00	Campus Sustainability Coordinator
	Office of the President

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Green Revolution Smithsonian Exhibition

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

Green Revolution was a Smithsonian Institution traveling exhibition used jointly by Denison University and The Works in Newark to create and promote local environmental awareness and accountability through multidisciplinary hands-on experiences and community partnerships.

In spring 2014, the Denison Museum and The Works invited members of the broader community to visit their galleries for exhibitions focused on sustainable living. At the Denison Museum, Museum staff and student employees unveiled a series of "eco-zibits" conceived, designed, assembled, and interpreted by a diverse team of students, faculty and staff. Participants came from a variety of Denison programs including Studio Art, Education, and Environmental Studies, as well as Denison Sustainability, Denison Chemical Society, Denison Science and Art Interest Group, Denison Libraries, and The Homestead. The Works presented "From Ditch to Dazzling", a recycling-themed art exhibition curated by local artist and art educator Todd Camp, that featured imaginative artworks created by area artists, individuals, and collaborative partners who received support from Licking County schools and businesses. This version of Green Revolution is based on an exhibition originally created by the Museum of Science and Industry, Chicago and its Black Creativity Council and is made available by Smithsonian Institution Traveling Service.

During the Fall 2013 Semester, an education course was taught that focused on developing the interpretive signage for the Green Revolution exhibition. Students as well as the two instructors worked with the groups creating the exhibitions to create a complete interpretive guide for the Green Rev exhibition. The work was used as the exhibition was developed and opened in February 2014.

Using an art exhibition, made by members of the campus community (students, faculty, and staff), to promote a broad environmental message was new to Denison and proved to be a successful way to reach an audience that would not normally engage in this topic.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Over 750 campus community members visited the Green Rev exhibition at Denison and multiple courses used it as a component of their studies for Spring Semester 2014.

A letter of affirmation from an individual with relevant expertise:

Innovation Support Letter Green Rev.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

Climate Change

The website URL where information about the innovation is available:

http://denison.edu/campus/museum/whats-happening/green-revolution

Innovation 4

Score	Responsible Party
0.00 / 1.00	

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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