

Drew University

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

Education & Research

Co-Curricular Education

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

From the institution:

Drew University offers many different co-curricular educational opportunities available to students and the Drew community. This includes Drew's Eco-Reps Program. Eco-reps are student representatives assigned to each dormitory on campus to promote sustainable practices.

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

Student Sustainability Educators Program

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

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

2716

Program name (1st program) :

Eco Reps

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

1380

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

Students from each dorm building serve as Eco-Reps. These students act to promote environmentally-responsible behavior in their residence halls, including recycling, responsible water usage, and energy conservation.

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

Students are screened using a thorough application process. Once hired, students are given formal training as to how to educate their peers and inspire student involvement.

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

Eco-Reps are trained on the sustainability programs at Drew in the beginning of the semester. Additional training is provided about once a month about a sustainability topic.

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

The program is lead by Drew's Sustainability Coordinator, who is also in charge of overseeing the education Eco-Reps receive. In addition, all Eco-Rep positions are paid.

The website URL for 1st Program :

<http://www.drew.edu/sustainability/eco-reps>

Program name (2nd program) :

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

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

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

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

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

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

National RecycleMania (1) and the Recycling Throwdown (2)

A brief description of the campaign(s) :

Drew participates in RecycleMania, a nationwide competition between colleges and universities to increase recycling. Signs to promote recycling are placed in residence halls and weekly emails updating students of their recycling progress are sent out each week.

In addition to RecycleMania, a competition between residence hall complexes called the Recycling Throwdown is run by the Eco-Reps. The Recycling Throwdown works similarly to RecycleMania but is more localized. The five residence hall complexes compete against

each other for the highest recycling rate.

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

Drew University is participating in the Competition Division of RecycleMania, which compares the university's performance with other colleges across the nation. Drew is focused on waste minimization. Campus-wide emails are sent out with Drew's rankings in the national competition.

The Recycling Throwdown increased the recycling rate of the residence halls and increases awareness about recycling. Eco-Reps post information to residents and send out weekly emails about recycling.

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

<http://www.drew.edu/facilities/recycling/recyclemania>

Sustainability in New Student Orientation

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

Yes

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

For the past three years, the new student orientation has included Sustainability. For the past two years Drew's Sustainability Coordinator has spoken to new students about sustainable campus initiatives and ways in which students can become involved. This past fall, sustainability brochures were given to all new students. These brochures listed changes and practices students could implement in their daily lives. All new undergraduate students are given reusable mugs as a start to changing their practices to promote sustainability. Additionally, at the orientation trivia night for new students several questions emphasize sustainability on Drew's campus.

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

Sustainability Outreach and Publications

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - A vehicle to publish and disseminate student research on sustainability
 - Building signage that highlights green building features
 - Food service area signage and/or brochures that include information about sustainable food systems
 - Signage on the grounds about sustainable groundskeeping strategies employed
 - A sustainability walking map or tour
 - A guide for commuters about how to use alternative methods of transportation
 - A guide for green living and incorporating sustainability into the residential experience
 - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
 - Other
-

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

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

Yes

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

Drew University has a central sustainability website which is easily accessed from the Drew University homepage. The website lists different ways Drew students can live more sustainably by engaging in recycling, participating in student groups, attending events, or developing other "green" habits.

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

<http://www.drew.edu/sustainability/>

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Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

Currently, campus-wide emails are sent out each week informing students of sustainability highlights on campus, such as research talks or job panels. These emails also promote green tips and event results such as RecycleMania. A sustainability newsletter is also in the process of being created which will emphasize ways Drew in which the college is increasing its sustainability and environmental awareness.

The website URL for the sustainability newsletter :

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

No

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

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

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

Yes

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

In McLendon, Drew University's new LEED-Silver rated residence hall, students and guests are greeted by a touch screen monitor displaying sustainability related information, including electricity, water, and heating usage. The building's green features, such as the recycled materials used in construction, are also displayed on the touchscreen. In addition, signs are now being used to promote Drew's shift to single stream recycling.

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

<http://buildingdashboard.com/clients/drew/mclendon/>

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

Yes

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

In the various eating facilities on campus, several different signs are present informing students about the steps taken to make the food systems at Drew more sustainable. Brochures and signs promoting sustainable eating habits are present in the Dining Halls. Also, there is labeling of foods that are locally produced or harvested in a sustainable way. Another example is signage promoting fair trade in front of Drew's BC Cafe. Other ways in which students can "eat green" are seen in various signs and on the dining services website.

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

<http://www.campusdish.com/en-US/CSE/Drew/EatGreen/>

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? :

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :

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

Does the institution have a sustainability walking map or tour? :

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

Yes

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

Drew offers information on sustainable transportation options accessible to all students via Drew's website. This includes information on mass transit options and Drew's Zipcar program.

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

<http://www.drew.edu/sustainability/alternative-transportation>

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

Yes

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

Drew offers information on sustainable living practices that can be implemented by all students in their residence halls as well as at home. This information is offered on a website which is accessible to all students.

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

<http://www.drew.edu/sustainability/green-habits>

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

No

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

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

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

:

No

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Catherine Rihimaki

Assistant Professor

Biology

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

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

Yes

The name and a brief description of each student group :

Drew's Environmental Action League, or DEAL, is an undergraduate student group which strives to increase campus awareness of environmental issues. The group's members work to promote activism and positive change towards a more sustainable world. The group also provides environmental volunteer opportunities for Drew students.

Additionally, TERRA is an environmental group comprised of students in the Theological School and in the Graduate Division of Religion. This groups strives to raise awareness of ecological issues, encourage active participation in ecological movements and activities, and engage religious traditions in ecological values and activities. Finally, Students for Sustainable Food works to "green" the campus dining halls.

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

DEAL hosted the 14th annual Fern Festival to plant several hundred ferns and remove areas of campus lawn. TERRA hosted an Energy Fast in the Theological School. Students for Sustainable Food had the president sign the Real Food Commitment.

List other student groups that address sustainability :

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

<http://www.drew.edu/sustainability/student-groups>

Responsible Party

Sara Webb
Professor of Biology
Biology

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

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

Yes

A brief description of the garden :

Drew launched a pilot program for an organic garden accessible to all students. Located in Copper Beach, a housing facility next to campus, the garden allows students the chance to learn about sustainable gardening practices and grow vegetables. This student-run initiative began in Summer 2011 and is continuing into the 2012-2013 academic year.

The website URL where information about the garden is available :

<http://drew.edu/sustainability>

Model Room in a Residence Hall

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

No

A brief description of the model room :

We do not have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles.

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

Themed Housing

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

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

Drew offers sustainability-themed housing in Earth House. To live in Earth House, students apply and go through an interview process. Earth House's mission is to educate the Drew community on environmental issues and to raise environmental awareness on campus.

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

<http://www.drew.edu/sustainability/student-groups/earth-house>

The total number of residents in themed housing. :

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the enterprise :

The Other End (TOE) is a student-run cafe on campus where students can gain experience for sustainable business. Student Sustainability Assistants from the Sustainability Office act as consultants and provide sustainable options to green the cafe's operations.

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

Sustainability Events

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the event(s) :

Drew offers a wide range of sustainability events which are open to the all students. For example, in 2010-2011, an environmental career panel was held on campus providing students with information about jobs in environmental fields and ways to prepare for such career paths. Another example is a faculty run climate teach-in which informed students about climate change and its effects. Two Climate Action Plan town hall meetings were held before the passing of the Climate Action Plan in order to get students input and ideas about the plan, as well as increasing student involvement. Campus Sustainability Day is celebrated and Drew also hosts a number of environmental speakers who target a student audience. A Sustainability Forum was also held in Spring 2011 to present the preliminary results of our STARS submission.

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

<http://www.drew.edu/sustainability/sustainability/events>

Outdoors Program

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Submission Note:

Drew does not offer an outdoors program, but there has been talk about starting one which would involve hiking, biking, camping, and other forms of outdoor fun.

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :

No

A brief description of the program :

We do not have a wilderness or outdoors program following Leave No Trace principles that organizes hiking, backpacking, kayaking, or other outings for students.

The website URL where information about the program is available :

Themed Semester or Year

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

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

Drew University has selected Michael Pollan's Omnivore's Dilemma for our 2011-2012 first year student's common reading. We will be offering a year's worth of programming encouraging a campus-wide conversation about food.

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

Michael Pollan's Omnivore's Dilemma

The website URL where information about the theme is available :

Curriculum

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

From the institution:

Drew University has a new major in Environmental Studies and Sustainability. Mellon Foundation support for our new program encouraged development of sustainability-focused courses across the curriculum.

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

Sustainability Course Identification

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

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

Yes

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

The goal of sustainability education is to foster the knowledge, motivation, and skills to help create a healthy economy, society, and environment. Sustainability education may occur throughout the curriculum, regardless of field of study.

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

- Understand and be able to effectively communicate the concept of sustainability.
- Place environmental problems and solutions in context: cultural, social, ethical, scientific, economic, or political.
- Synthesize understanding of social, economic, and/or environmental systems and reason holistically.
- Build knowledge about life on earth or about interconnections with the biotic and abiotic environment.
- Develop an ethical perspective in which students view themselves as embedded in the fabric of an interconnected world.
- Develop an understanding of the health of and/or equity within human communities and cultures at local, regional, national, and/or global levels.
- Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
- Develop the technical skills or expertise necessary to implement sustainable solutions.

A course does not have to accomplish all of these things to be designated as sustainability-related or sustainability-focused. No single course may be designated both sustainability-focused and sustainability related.

Sustainability-focused courses concentrate on the concept of sustainability throughout the course engaging at least two of the above principles.

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

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

Yes

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

We created an on-line survey that was sent to all faculty. Office visits were conducted to increase response to survey.

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

Yes

The website URL where the sustainability course inventory is posted :

<http://www.drew.edu/sustainability>

Sustainability-Focused Courses

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

53

The total number of courses offered :

2116

Number of years covered by the data :

Two

A list of sustainability-focused courses offered :

Appalachian Arts, Energy, Education
Archaeology and Sustainability
Beyond Nature Writing: Race, Gender, Nature
Biogeography
Biological Anthropology
Capstone Course for Public Health
Christianity and Ecology
Community-Based Learning: The U.S. Latino/a Immigrant Experience
Conservation Biology
Consumption, Well-being, Economy and Environment
Contemporary Feminist Theory
Ecological Anthropology
Ecology and Evolution
Economics of Business and Environmental Sustainability
Economics of Peak Oil and Climate Change
Environment Society and Sustainability
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Environmental Biology
Environmental Ethics
Environmental Economics
Environmental History
Environmental Justice
Environmental Science
Environmental Studies & Sustainability Capstone
Forest Ecology
Geographic Information Systems
Healthcare in Chinese Care and Culture
Introduction to Environmental Geology
Living La (Green)Vida Local
Modern Italy
Religion and the Earth
Research Seminar on the UN
Self, Place, and the Environment
Sustainable Harvests: Food Justice & Sustainability
The Spanish Civil War
The UN systems and International Community
Theology and Ecology of Common Ground
Toxic Chemicals: Great Challenges in Environmental Science
Water World
Why do we eat that?

NOTE: Some courses offered multiple semesters in 2 year span.

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

<http://www.drew.edu/sustainability>

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

94

The total number of courses offered :

2116

Number of years covered by the data :

Two

A list of sustainability-related courses offered :

Active Truths: Rhetoric and Poetics in Documentaries

African American Literature

Arab American Literature

American Modernism

American Women's History

Animal Behavior

Anthropology 3

Asian American Literature

Atomic Power & American History

Chick Flicks

Corporations in Context

Contemporary Feminist Theory

Culture and Exchange

Diversity of Life

Disability Studies Seminar

Don LeLillo's Underworld and the American Century

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

Economics of Labor & Trade Unions
Ethnic American Literature - Autobiography
Environmental Geology
Environmental Health
Feminist Sociology of Religion
Fresh Water Ecology
Gender & Culture
Gender & Literature
Gender & Globalization
Gender & U.S. Politics
Geology in the Movies
Global Feminisms
Harlem Renaissance
Health Economics
Intermediate Microeconomics
International Environmental Policy and Politics
Intro to Astronomy - stars and galaxies
Intro to Astronomy - The solar system
Intro to Physics II
Introductory Sociology
Jane Austen
Management
Microbes and Disease
Microbiology
Nation and Narration: College Seminar
Ornithology
Peacemaking and Peacekeeping in the 21st Century
Physical Chemistry I
Poems Crossing Borders
Poetry Workshop, Creative Nonfiction Workshop, Prologue to Creative Writing
Political Economic of Race, Class, and Gender
Principles of Chemistry I and II
Real to Reel: Portrayals of Women
Religion and Social Change
Religion and Social Process
Sacred Meals
Self, Place, and the Environment in the Hispanic World
Seminar Women in Literature
Service Learning & Translation
Social Change
Sociology of Inequality
Sociology of Race & Ethnicity
Space & Place in Ethnic American Literature
Struggle for Equality: African American History
Toni Morrison Seminar
Tropical Marine Ecology
Turning Green
Virology

Wildlife & Culture

NOTE: Some classes were offered more than one semester in the 2 year testing period.

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

<http://www.drew.edu/sustainability>

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

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

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

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

20

The total number of departments that offer courses :

55

A list of departments that offer sustainability courses :

Anthropology
Arts and Letters
Biology
Business Studies
Chemistry
Economics
English
ESS
Historical Studies
History
Italian
Music
Pastoral Theology
Physics
Political Science
Psychology
Religion and Society
Sociology
Spanish
Women's Studies

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

6

Total number of graduates :

388

A list of degree programs that have sustainability learning outcomes :

Environmental Studies & Sustainability

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

<http://www.drew.edu/ess/>

A copy of the sustainability course inventory :

A list or sample of the sustainability learning outcomes associated with the degree programs :

Undergraduate Program in Sustainability

Responsible Party

Sara Webb
Professor of Biology
Biology

Criteria

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

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

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

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

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

Yes

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

Environmental Studies and Sustainability

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

<http://www.drew.edu/ess>

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

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

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

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

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

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

Graduate Program in Sustainability

Responsible Party

Laurel Kearns

Associate Professor of Religion and Environmental Studies
Theological School

Criteria

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

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

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

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

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

Yes

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

Ecological Studies in the Graduate Division of Religion

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

<http://www.drew.edu/theological/academics/doctor-of-philosophy/about-the-gdr/interdisciplinary-study>

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

Ethics and Society in the Graduate Division of Religion

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

<http://www.drew.edu/theological/academics/doctor-of-philosophy/about-the-gdr/interdisciplinary-study>

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

Social Justice Ministries or Ecological Ministries focus within the Master of Arts in Ministry

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

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

<http://www.drew.edu/theological/academics/master-of-arts-in-ministry>

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

Sustainability Immersive Experience

Responsible Party

Sara Webb
Professor of Biology
Biology

Criteria

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

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

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

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

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

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

Yes

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

Drew students have multiple options for sustainability-focused immersive experiences. The Environmental Studies and Sustainability major itself requires an experiential component in which students gain hands-on experiences dealing with a variety of environmental issues.

Students may undertake internships during the academic year and during the summer. Students can participate in these internships for academic credit. The ESS program provides small grants to support students who opt to do unpaid internships. Within the last few years, students have interned at places such as the NJ Audubon Society and the Great Swamp National Wildlife Refuge.

In addition, many courses offered at Drew have an immersive sustainability component. An example is seen in the Tropical Marine Ecology class, in which students do a week-long experience in the Caribbean, focusing on the intricate ecosystems and conservation issues of the area. Community-Based Learning classes in English, Anthropology, Biology, Chemistry and other departments take students into the community working on sustainability projects with non-profit partners.

Drew also offers many Drew International Seminars (DIS), in which students spend approximately 3 weeks abroad. Some of these programs have a sustainability focus. Drew's annual environmental justice alternative spring break is another such program.

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

<http://www.drew.edu/ess>

Sustainability Literacy Assessment

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

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

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

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

We do not have a sustainability literacy assessment.

A brief description of how the assessment was developed :

N/A

A brief description of how the assessment was administered :

N/A

A brief summary of results from the assessment :

N/A

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

Incentives for Developing Sustainability Courses

Responsible Party

Sara Webb
Professor of Biology
Biology

Criteria

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

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

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

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

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

Yes

A brief description of the program(s) :

Faculty are encouraged to design new sustainability courses through an incentive program.

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

Faculty members who are selected to participate in the program receive summer stipends to support new course development.

The website URL where information about the program is available :

Research

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

From the institution:

Faculty in many Drew Departments engage in sustainability research. Several programs also exist to encourage undergraduate sustainability research.

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

Sustainability Research Identification

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

Yes

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

Sustainability research and associated faculty scholarship and creative inquiry focuses on a key principle of sustainability (such as environmental justice or ecological integrity); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research and associated faculty scholarship and creative inquiry leads toward solutions that support social equity and/or ecological health.

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

Yes

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

An on-line survey was sent to all faculty. Office visits were used to follow-up with faculty who did not respond to initial survey.

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

No

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

Faculty Engaged in Sustainability Research

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

20

The total number of faculty members engaged in research :

162

Names and department affiliations of faculty engaged in sustainability research :

Maria Masucci - Anthropology
Joslyn Cassady - Anthropology
Marc Boglioli - Anthropology
Sara Webb - Biology and ESS (Environmental Studies and Sustainability)
Catherine Riihimaki - Biology
Afeworki Mascio – Biology
Tammy Windfelder – Biology
Ryan Hinrichs - Chemistry
Fred Curtis – Economics
Jennifer Kohn - Economics and Business Studies
Anoop Mirpuri - English
Sarah Wald - English and ESS
Luis Campos - History
Erik Anderson - Philosophy
Phil Mundo - Political Science
Robert Murawski - Physics
Laurel Kearns - Religion and Society
Elise DuBord - Spanish
Monica Canters – Spanish

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

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

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

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Sarah Wald

Assisstant Professor

Environmental Studies & Sustainability

Criteria

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

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

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

The total number of academic departments that conduct research :

55

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

13

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

Anthropology

Biology

Business Studies

Chemistry

Economics

English

Environmental Science and Sustainability

History

Physics

Philosophy

Political Science

Religion and Society

Spanish

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

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

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

Sustainability Research Incentives

Responsible Party

Sara Webb
Professor of Biology
Biology

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Drew encourages students to conduct research in sustainability in several ways. First, Drew's graduation requirement of hands-on experience can be met via research in sustainability. In addition, students are encouraged to undertake research through the Drew Summer Science Institute program (DSSI). This summer program offers students a stipend, complete with housing, to participate in research at Drew. Other grants are also available to encourage student research in sustainability.

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

<http://www.drew.edu/dssi/>

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 :

Stipends support sustainability research by faculty. Drew also provides funding for travel and lodging associated with sustainability-related conferences. Grant money is also available for research and supplies.

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Sara Webb
Professor of Biology
Biology

Criteria

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

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

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

Yes

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

Drew University recently adopted a new Strategic Plan which puts interdisciplinary education and research as a top priority incorporating a goal of reaching university sustainability. As a result, Drew has taken a strong stance in encouraging faculty to attend multi-disciplinary conferences, teach interdisciplinary classes, and undertake research that encompasses many different fields. These actions are then evaluated when faculty are nominated for promotions or tenure.

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

<http://www.drew.edu/strategicplan/>

Operations

Buildings

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

From the institution:

Drew University recently approved a sustainable building plan as part of the university's Climate Action Plan

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

Building Operations and Maintenance

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Total building space that meets "Eligible Buildings Criteria" :

54519 *Square Feet*

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

54519 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Gold certified :

0 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Platinum certified :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

0 Square Feet

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

<http://www.drew.edu/sustainability>

An electronic copy of the guidelines or policies :

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

November 1, 2010

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

Mike Kopas, Executive Director of Facilities and member of the Drew University Sustainability Committee, sits on the board of the Buildings and Grounds Committee. The Buildings and Grounds Committee must approve major capital projects.

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

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

Building Design and Construction

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

54519 Square Feet

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

0 Square Feet

New building space that is LEED Certified :

0 Square Feet

New building space that is LEED Silver certified :

54519 Square Feet

New building space that is LEED Gold certified :

0 Square Feet

New building space that is LEED Platinum certified :

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available :

<http://www.drew.edu/sustainability/climate-neutrality>

An electronic copy of the guidelines or policies :

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

November 1, 2010

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

In November of 2010 the Drew University Board of Trustees passed the Drew University Climate Action Plan that includes the Environmentally Responsible Building Guidelines. The guidelines state that all new building construction and major renovations must be done in accordance with environmental responsible building practices and LEED standards.

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

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

Responsible Party

Mark Ostapczuk

Director of Environmental Health & Safety
Facilities

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

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

1284345 Square Feet

Total occupied building space :

1284345 Square Feet

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

All occupied spaces at Drew University are covered by the following process: Concerns are communicated to Facilities as part of a work order for other things like odd odors or suspected mold growth from water leaks, etc. Typically the investigation begins with a walk through of the area and a questionnaire is provided to the occupant(s) to try to narrow down health concerns, symptoms, and spatial relationships (i.e. when is the problem occurring).

Once the potential for an air contaminant is identified as a potential source of a problem, then air sampling can be considered. However, unlike air contaminants found in an industrial setting generated from a specific process, there are few regulatory limits associated with most of the items of concern related to general indoor air quality. For example, the OSHA permissible exposure limit for carbon dioxide is 5000 ppm (parts per million) based on an 8 hour average. In a normal academic setting you would probably never see a measurement that high as typically the only source of carbon dioxide inside a building is from the products of normal human respiration (i.e. exhaled air). Taking a measurement in the morning and the evening in a particular location can show if there is a buildup of carbon dioxide throughout the day, therefore indicating if more outside air is needed in a particular space. This way the measurement of the air contaminant is more of a performance based assessment (i.e. performance of the ventilation system).

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

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

From the institution:

Drew University recently approved a Climate Action Plan to reach carbon neutrality by 2035.

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

Greenhouse Gas Emissions Inventory

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

<http://acupcc.aashe.org/search/?abs=&q=Drew%20University>

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

Yes

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

14319.90 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased, 2005 :

0 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005 :

1965

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

521

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

718

Scope 1 and 2 gross GHG emissions, performance year :

10828.30 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

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

July 1 2007 - June 30 2008

On-campus residents, performance year :

2008

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

556

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

762

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

2008

Air Travel Emissions

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

No

A brief description of the policies and/or programs :

The website URL where information about the policies and/or programs is available :

Local Offsets Program

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

No

A brief description of the program :

The website URL where information about the program is available :

Dining Services

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

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

From the institution:

Drew Dining Services has taken a number of sustainability steps including trayless dining, organic purchasing, and composting.

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

Food and Beverage Purchasing

Responsible Party

Mark Vallaro

Dining Manager - Aramark

Dining Services

Criteria

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

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

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

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

Submission Note:

Students from the Environmental Studies and Sustainability Capstone completed the Real Food Calculator in Spring 2012 and Drew University was the second school in the nation to sign the Real Food Commitment.

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

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

20.56

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

Approximately 21% of the budget for Dining Services is used to purchase locally sourced food. These food items include produce, dairy and baked goods.

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

<http://www.campusdish.com/en-US/CSE/Drew/Sustainability/>

Trayless Dining

Responsible Party

Mark Vallaro
Dining Manager - Aramark
Dining Services

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

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

:

Yes

A brief description of the trayless dining program :

Trays are not provided in the dining hall.

List the year the program was started :

Nov. 1, 2008

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

100

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

100

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

100

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

The website URL where information about the program is available :

<http://drew.edu/sustainability>

Responsible Party

Mark Vallaro

Dining Manager - Aramark

Dining Services

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

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

Yes

A brief description of the vegan dining program :

Vegan and vegetarian meals are offered at every meal in the main dining hall. The deli, salad bar and stir fry stations also have vegan options available to students. There are vegan and vegetarian options in the snack bar.

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

<http://www.campusdish.com/en-US/CSE/Drew/>

Trans-Fats

Responsible Party

Scott Oswald
Director
Dining Services

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

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

Yes

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

Dining Services uses trans-fats free frying oil in all locations. However, no other food items are tracked for trans-free fat ingredients.

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

Guidelines for Franchisees

Responsible Party

Scott Oswald
Director
Dining Services

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :

A brief description of the guidelines for franchisees :

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Mark Vallaro
Dining Manager - Aramark
Dining Services

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

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

Yes

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

The main dining hall participates in pre- and post-consumer food composting. The snack bar participates in pre-consumer composting.

All vegetable and meat trimmings from the kitchen are collected and composted, where it is then transported to a compost facility.

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

100

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

100

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

100

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

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

<http://www.drew.edu/sustainability>

PostConsumer Food Waste Composting

Responsible Party

Mark Vallaro

Dining Manager - Aramark

Dining Services

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

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

Yes

A brief description of the postconsumer food waste composting program :

Dining Services does have a post-consumer compost policy for the main dining hall. Food scraps are collected in the dish room. Silverware also goes through a pre-rinse station that ensures all food particles are trapped and do not go into the waste stream. Compost is collected and transported to a compost facility.

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

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

100

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

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

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

<http://www.drew.edu/sustainability>

Food Donation

Responsible Party

Scott Oswald

Director

Dining Services

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

Recycled Content Napkins

Responsible Party

Mark Vallaro

Dining Manager - Aramark

Dining Services

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

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

Yes

A brief description of the purchasing behavior :

All dining facilities at Drew University have recycled content napkins. These napkins are also composted after use. The napkins are a regional specified brand, where the regional director in Philadelphia dictates what brands can be purchased.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Scott Oswald
Director
Dining Services

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

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

Yes

A brief description of the reusable mug program :

Dining Services encourages people purchasing beverages to use re-usable mugs. This is done by offering a discount on the drink purchased. No matter what size the mug is, it will be charged for a small 12 ounce beverage.

This discount can be anywhere from 20 to 30 cents per purchase.

Amount of the discount offered for using reusable mugs :

0.20

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

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

<http://www.drew.edu/sustainability>

Reusable To-Go Containers

Responsible Party

Scott Oswald
Director
Dining Services

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

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

No

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

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

Energy

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

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

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

Building Energy Consumption

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

81105.50 *MMBtu*

Building space, 2005 :

1241417 *Gross Square Feet*

Total building energy consumption, performance year :

74310.30 *MMBtu*

Building space, performance year :

1284345 *Gross Square Feet*

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

July 1 2007 - June 30 2008

Responsible Party

Christina Notas

Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

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

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated :

1600 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :

0 MMBtu

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

0 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

74310.30 MMBtu

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

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

McLendon, the LEED certified dorm on campus, generates non-electric energy by using geothermal technology which helps regulate space temperature throughout the dorm.

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

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

including contract timeframes :

A brief description of cogeneration technologies deployed :

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

<http://www.drew.edu/reslife/residence-halls/mclendon-hall/the-geothermal-heat-pump>

Timers for Temperature Control

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the technology used :

Timers are used to regulate temperatures in the Simon Forum (Drew's gym area). Timers are set to go on during the main hours of operation and shut off when not in use. Several departmental buildings have programmable thermostats to regulate heating during occupied hours.

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

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the technology used :

Light sensors are used in multiple residence halls, the recreational building, and offices across campus.

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the technology used :

LED technology was installed at the Archives building on campus.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

No

A brief description of the technology used :

Drew does not have vending machine sensors.

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the management system :

Approximately 50% of Drew's buildings are connected to the centralized energy management system. This allows the Maintenance Department to monitor energy consumption.

In addition, sub meters display live energy consumption of all residence halls and all academic buildings via the Energy Dashboard at

<http://buildingdashboard.net/drew/>

This information is available to the campus community with a button on the Drew University Homepage.

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

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

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

<http://www.drew.edu/facilities/energy/energy-efficiency>

Energy Metering

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the metering system :

McLendon Hall meters all of its energy consumption. A touch-screen in McLendon Hall foyer monitors electricity, water, natural gas, and geothermal uses by McLendon residents. The program can break down resident use by hour, day, month, and year and can compare data to unit equivalents such as miles driven in a hybrid car, gas, or burgers. The program also describes the green features in McLendon Hall and provides a weather report. A recent grant awarded from the Jesse Ball duPont Foundation enabled Drew to meter all of its residence halls, academic buildings, and libraries on the Energy Dashboard.

The percentage of building space with energy metering :

100

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

<http://buildingdashboard.net/drew/>

Grounds

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

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

Integrated Pest Management

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

Criteria

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

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

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

The size of the campus grounds :

186 Acres

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

186 Acres

A brief description of the IPM plan(s) :

The Grounds Department practices conscientious and environmentally sound chemical applications according to its Integrated Pest Management Program, which incorporates different cultural and natural protections against pests and careful monitoring to determine the level of severity. Pesticide applications are made only when necessary, and herbicide and insecticide applications are made only as spot treatments in problem areas, not in blanket applications. This, along with the elimination of preventive pesticide applications, reduces the amount of pesticide use. Cultural and natural practices include over seeding with pest-resistant grass varieties, fertilization and liming per soil test results, soil aeration, proper mowing height, and irrigation, where possible. Our goal is to maintain a healthy stand of turf and ornamental plantings that will withstand occasional pest infestations and require only limited use of pesticides. Tree, extermination, and horticultural professionals are also called on in certain situations to provide expert evaluations and recommendations. A-L services, our landscape management provider, helps monitor the campus and reports to us when insect and/or disease thresholds reach a point that need to be addressed. Depending on the situation and level, the problem may be controlled via mechanical means, chemical etc. Pesticides and fungicides are rarely used in circumstances where an environmental threshold is surpassed. An example of one of these circumstances was a gypsy moth infestation which threatened the loss of many ancient trees on campus.

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

<http://www.drew.edu/facilities/services/grounds-maintenance>

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

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

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

Yes

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

Drew only plants trees, plants, and shrubs native to the northeast. We also plant native perennials. Through a partnership with the U.S. Fish and Wildlife Service and the New Jersey Audubon Society in the summer of 2011, the University removed non-native species, such as wisteria and bittersweet vines, from nearly 10 acres of campus. These non-native species were detrimental to the survival of native trees. Native trees, shrubs, wildflowers and ferns were planted and allowed to flourish. Furthermore, a Forest Restoration Project has created a 10 acre deer enclosure to restore the forest floor by preventing deer grazing and removing invasive species so that native plants can replace them and fill in the understory.

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

<http://www.drew.edu/news/2010/10/01/restoringtheforest>

Wildlife Habitat

Responsible Party

Sara Webb
Professor of Biology
Biology

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

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

Yes

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

Drew has a formal partnership with NJ Audubon Society and U.S Fish and Wildlife services which focuses specifically on wildlife habitat on private lands. The Forest Restoration Project also provides new understory which creates additional habitats and food sources for local wildlife.

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

Tree Campus USA

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? :

No

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

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

Snow and Ice Removal

Responsible Party

Patty Smith

Associate Director of Facilities
Facilities

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

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

Yes

A brief description of the snow and ice removal program, policy, or practice :

Our goal is to have the campus open as early as it needs to be for the safety of the employees and students to who come earliest, including early morning deliveries. Most equipment used on roadways and large sidewalks is gasoline powered (snow blowers, snow plows with the biggest blade for the fewest passes possible, skid loaders). A lot of shoveling is also used at door entries, interior stairways, dumpster areas, and for clearing off flat roofs. Rock Salt is used on pavements for ice. A product called Safer Salt is used on pathways. We used calcium chloride in the past, but it is harsh on surrounding vegetation. With Safer Salt, less product is required because it melts at a more rapid rate. Due to fact that this product works faster it does not need to be put to the edge of walkways maintaining a respectable border to vegetation. This product provides for an overall safer campus because it works faster and it is less harmful. This year we put up four foot poles between December 16th and December 31st to guide snow blowers so they stay on asphalt and do not damage vegetation. We need to use calcium chloride on the steps of Mead Hall because that type of grout does not respond well to safer salt (following mason instructions). No other chemicals are used. A detailed list of expectations is provided for the contractor of snow removal.

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

Landscape Waste Composting

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

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

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

Yes

A brief description of the composting or mulching program :

All leaf debris and landscape refuse is brought to a recycling facility to be turned into mulch and or soil.

Damaged trees are used as woodchips on campus.

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

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

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

Purchasing

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

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

Computer Purchasing

Responsible Party

Michael Richichi

Director of Computing and Network Services
Computing and Network Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

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

Yes

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

<http://drew.edu/sustainability>

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

Drew University's Instructional Technology Services practices EPEAT Silver or higher procurement for computers and monitors but no official policy is in place.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)? :

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Athel Still
Custodial Manager
Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

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

Yes

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

<http://drew.edu/sustainability>

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

The Custodial Services contract requires cleaning chemicals are Green-Seal certified. A total of 90% of supplies ordered are Green-Seal certified.

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

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Barbara Mormando

Assistant Director of Purchasing
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

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

Yes

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

<http://www.drew.edu/sustainability/projects/paper>

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

Drew's current contract is for 100% post-consumer waste recycled copy paper that is processed chlorine-free. There is a centralized system through which purchasing of paper is done at Drew.

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

No

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Barbara Mormando

Assistant Director of Purchasing
Purchasing

Criteria

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

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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business? :

No

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

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

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

Historically Underutilized Businesses

Responsible Party

Barbara Mormando

Assistant Director of Purchasing
Purchasing

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

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

No

A brief description of how the institution meets the criteria :

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

Local Businesses

Responsible Party

Barbara Mormando

Assistant Director of Purchasing
Purchasing

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

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

Yes

A brief description of the program :

There is a preference in practice, but not a written policy.

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

Transportation

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

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

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

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

Criteria

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

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

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

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

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

0

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

0

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

10

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

Total number of vehicles in the institution's fleet, including all of the above :

18

Student Commute Modal Split

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

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

95

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

5

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

95

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

0

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

0

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

0

The website URL where information about alternative transportation is available :

<http://www.drew.edu/sustainability/alternative-transportation>

Employee Commute Modal Split

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

13

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

87

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

9

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

0

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

4

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

0

The website URL where information about alternative transportation is available :

<http://www.drew.edu/sustainability/alternative-transportation>

Bicycle Sharing

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

Drew encourages bicycling as a form of alternative transportation. Drew's size and terrain make it great for biking. Drew Bikes is a bike rental program for Drew students administered by the Sustainability Office at Drew. The bikes that are part of this program are labeled 'Drew University' on the frame or fenders.

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

<http://www.drew.edu/bikes>

Facilities for Bicyclists

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

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

A brief description of the facilities :

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

Bicycle and Pedestrian Plan

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

There is not a "bike plan" per-se, but there is a plan within the Land Use Master Plan to make the campus more pedestrian and bike friendly. One part of this plan is to replace the parking circle in front of the campus administrative building, Mead Hall and make it a pedestrian walkway.

The website URL where information about the plan is available :

<http://www.drew.edu/UniversityRelations/>

Mass Transit Programs

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

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

Drew participates in NJ TRANSIT's Quik-Tik program. Through this state-sponsored program, full-time students in the state of New Jersey can get 25% off only monthly rail, bus, or light rail passes. Employees can pay for monthly bus or train tickets with pre-taxed salary dollars. This program is run through the University's Human Resources Department. There is also a campus/downtown shuttle with fares equal to the local bus. Students from all three universities including Drew University, Fairleigh Dickinson, and St. Elizabeth's and the public can take the shuttle into town and a variety of locations such as the local supermarket. The shuttle provides transportation to and from all three campuses.

The website URL where information about the program is available :

<http://www.drew.edu/sustainability/alternative-transportation>

Condensed Work Week

Responsible Party

Deborah Raikes-Colbert
Director of Human Resources
Human Resources

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :

Yes

A brief description of the program :

Summer term offers the option of a condensed work week to employees. Employees work 35 hours over a five day week. When an employee has a condensed work week the 35 hours is condensed into a shorter period of time. For example an employee may work only three out of five days in the week, but they will be working longer days to achieve the 35 a week requirement.

The website URL where information about the program is available :

Telecommuting

Responsible Party

Deborah Raikes-Colbert
Director of Human Resources
Human Resources

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

The University provides the availability of flexible scheduling to be requested by employees who would like to do work from home. This option is available depending on the type of work that is required by the employee. Employees never work entirely from home, all employees work at least a portion of the week on campus. When a special project is being pursued there can be exceptions. Although this option is available, many people do not make requests because the majority of positions held require imminent interaction with people.

The website URL where information about the program is available :

Carpool/Vanpool Matching

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the program :

The Human Resource Department and Sustainability Department partner with TransOptions, our local transportation management authority. TransOptions offers a Ride Matching Application that is promoted at alternative transportation events, staff meetings and presentations, and employee fairs.

The website URL where information about the program is available :

<http://www.transoptions.org/ridematch.php>

Cash-out of Parking

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

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

:

No

A brief description of the program :

The website URL where information about the program is available :

Carpool Discount

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

Does the institution offer reduced parking fees for car and van poolers? :

A brief description of the program :

The website URL where information about the program is available :

Responsible Party

Annabel Bisset

Residential Properties Coordinator
Housing, Conferences and Hospitality

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

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

Yes

A brief description of the incentives or programs :

Drew University provides a limited amount of residential housing for its faculty and staff. The apartments are within easy walking distance to campus. These apartments are rented almost exclusively to qualified faculty and staff.

The office of Housing, Conferences and Hospitality also maintains an Off-Campus Housing Book with listings of apartment complexes in the area and contains various listings that individuals ask us to post for our Drew community. Depending on family size and income, some may be eligible for assistance from Madison Housing Authority.

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

<http://www.drew.edu/housing/residential-properties>

Prohibiting Idling

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

Idling for more than 3 minutes is prohibited in New Jersey with limited exceptions. Drew University has recently instituted its own no idling policy and installed "No Idling Zone" signs to spread awareness around campus.

The website URL where information about the policy is available :

<http://drew.edu/sustainability>

Car Sharing

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

Yes

A brief description of the program :

Drew Zipcars are available 24 hours a day, 7 days a week. The cars are available by registering at zipcar.com/drew. Registration includes gas, maintenance and insurance. The cars are located in the Tilghman Parking Lot.

Employees are also able to register either with their department or individually to use the hybrid cars for off campus trips such as department conferences. A number of departments have Zipcar accounts.

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

<http://www.drew.edu/sustainability/alternative-transportation>

Waste

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

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

Waste Reduction

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

Weight of materials recycled, 2005 baseline year :

1007.92 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

552.78 Tons

Weight of materials recycled, performance year :

244.96 Tons

Weight of materials composted, performance year :

146.68 Tons

Weight of materials disposed as garbage, performance year :

447.27 Tons

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

Jan 2011 - Dec 2011

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

1965

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

521

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

718

On-campus residents, performance year :

2008

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

556

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

762

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

2011

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

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

The website URL where information about the institution's waste reduction initiatives is available :

<http://drew.edu/sustainability>

Waste Diversion

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

407.15 Tons

Materials disposed in a solid waste landfill or incinerator :

447.27 Tons

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

A move out donation program is hosted every year that fills a 16-foot truck with items that are donated to local charities. The Theology School and Earth House have a "free table" to exchange items amongst students, faculty, staff. The Fashion Club hosts a clothing swap at the end of each semester and they donate items left to local charities. The Theology School also does not provide bottled beverages at catered events and uses only compostable plates, cups, forks, knives, and spoons.

Construction and Demolition Waste Diversion

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

0 Tons

Amount of construction and demolition materials landfilled or incinerated :

0 Tons

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

We do not seem to keep track of this data for the entire campus.

The only information we have is for projects pursuing LEED. For McLendon Hall, we received the below LEED credit for new construction.

Credit 2.1 Construction Waste Management, Divert 50% from Disposal

Recycle and/or salvage at least 50% of non-hazardous construction and demo debris.

Electronic Waste Recycling Program

Responsible Party

Mark Ostapczuk

Director of Environmental Health & Safety
Environmental Health and Safety

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

No

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

Drew University manages some of its applicable hazardous waste as universal waste. This allows for longer storage times and the reduced burden of regulations on wastes such as spent fluorescent tubes, batteries and mercury containing equipment, and waste consumer electronics or E-waste.

Drew University is a small quantity handler of universal waste and as such must:

1. Store universal waste in containers or packages that are structurally sound and adequate to prevent breakage;
2. Select containers compatible with the universal waste;
3. Ensure containers are closed except when adding or removing waste;
4. Label containers with the words "Universal Waste" and other descriptive words such as "Universal waste – lamps," "Universal Waste – batteries," or "Universal Waste – mercury containing devices;" or "Universal Waste – electronic devices" and
5. Store waste for no more than 1 year from the date waste was first placed in the container.

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

There are several groups involved in the collection of these materials including the Media Resource Center, Telecom Dept. and Facilities. Currently the Media Resource Center collects laptops and other computers from students and staff. These laptops are reclaimed and/or reused. Facilities also collects materials disposed of by residents including many television sets.

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

Unfortunately, Drew university does not currently have an official program for student-generated E-waste. Most often student generated E-waste is handled by Facilities. However, since there is no program there is no way to ensure that all E-waste is taken care of properly.

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

Hazardous Waste Management

Responsible Party

Mark Ostapczuk

Director of Environmental Health & Safety
Environmental Health and Safety

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

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

Yes

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

Drew University will make every effort to reduce the amount of non-hazardous, universal, medical, and hazardous waste on campus. This will include, but is not be limited to, maintaining an inventory control system to avoid the unnecessary accumulation of chemicals.

EPA has established guidance recommending six key elements that should be incorporated into a waste minimization program. These key elements are:

- Top management support;
- Characterization of waste generation and waste management costs;
- Periodic waste minimization assessments;
- Cost allocation system;
- Encourage Technology transfer; and
- Program implementation and evaluation.

Complying to regulations associated with being a large quantity hazardous waste generator, Drew University practices the key elements recommended by EPA in the following ways.

1. Top management support

- This Waste Management Plan was requested by and submitted to the upper management of Drew University
- Drew University trains appropriate employees annually on the waste generated and associated impacts resulting from the way associates conduct their work procedures.

2. Characterization of waste generation and waste management costs

- Waste is characterized according to Section 4 of this Plan.
- Waste generation is accounted in the Waste Accumulation Log as described in Section 6 of this Plan.

- Waste costs are maintained by the purchasing department of Drew University. Waste agreements and contracts are maintained in the Environmental Files.

3. Periodic waste minimization assessments

- Drew University continuously strives for process improvement and optimization to reduce waste and thus reduce costs.
- Drew University recycles waste when possible.

4. Cost allocation system

- Drew University maintains invoices for not only the cost to dispose of hazardous waste, but also the cost of contractors to manage their hazardous waste activities.

5. Encourage Technology Transfer

- Drew University is a member of the Association of Independent Colleges and Universities of New Jersey (AICUNJ). Through the association, Drew University participates in a peer audit program where peers not only audit each other's campus, but also share best management practices, success stories, and opportunities for improvement.

6. Program implementation and evaluation

- As appropriate, opportunities to reduce waste and optimize efficiency are implemented. This element combines the principals of each of the elements listed above.

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

All waste vendors used by Facilities to dispose of Universal and Hazardous waste are licensed waste haulers, permitted by the state. Presently we use Veolia Environmental Services. All of Drew's Hazardous, Universal and other chemical waste disposed of by Veolia is tracked through a manifest system (also known as a "Cradle to Grave" system) so that every container is tracked from the time the waste is generated until it is destroyed at some point later in time.

Drew is considered a "Large Quantity Generator" of hazardous waste by the NJ DEP and EPA. Because of this designation, Drew must ensure that all hazardous waste is managed in accordance with the applicable regulations. As described in the Waste Management Plan, hazardous waste is collected in two main types of areas; Satellite Areas and Central Accumulation Areas (CAA's). Satellite Areas are areas such as lab hoods where waste from an experiment is collected and or consolidated (labeled). There are volume limits in the Satellite areas so at some point the waste is moved to the several designated CAA. Waste from CAA's must be removed/taken off site at least every 90 days. All CAA's are inspected at least weekly to ensure that the integrity of containers and proper labeling of containers is maintained. Additionally personnel involved in the handling and inspection of the waste in these areas must receive our Hazardous Waste Training and also training on what to do in the event of an emergency (Emergency Contingency plan).

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

<http://www.drew.edu/ehs/>

Materials Exchange

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :

Yes

A brief description of the program :

The Drew Surplus Items List formally facilitates the exchange of unneeded office supplies and furniture between departments and individuals.

The website URL where information about the program is available :

<http://www.drew.edu/facilities/recycling/drew-surplus-items-list>

Limiting Printing

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of how printing is limited :

Drew does not offer free printing to students.

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

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the practice :

The institution's default is not to print course catalogs, course schedules, and directories, but instead make these materials available online.

The website URL where information about the practice is available :

Chemical Reuse Inventory

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

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

No

A brief description of the program :

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the program :

All incoming students receive an eco-friendly move-in check-list from the Sustainability Coordinator.

The website URL where information about the program is available :

<http://drew.edu/sustainability>

Move-Out Waste Reduction

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the program :

The program's name and details changes yearly. Each year, it include donating items to local charities.

The website URL where information about the program is available :

Water

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

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

Water Consumption

Responsible Party

Joseph String
Business Operations Manager
Facilities

Criteria

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

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

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

Water consumption, 2005 baseline year :

49469586 Gallons

Water consumption, performance year :

40074863 Gallons

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

July 1 2010 - June 1 2011

On-campus residents, 2005 :

1965

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

521

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

718

On-campus residents, performance year :

2008

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

556

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

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

2011

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

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

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

Stormwater Management

Responsible Party

James Hall

Director of Planning, Design and Construction
Facilities

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

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

Yes

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

Yes

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

A Stormwater Management Facilities Maintenance Manual has been prepared to reduce stormwater runoff.

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

Does the institution have a living or vegetated roof? :

No

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

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

Porous pavement is located behind Welch-Holloway in the courtyard area, which was created in 2010 renovations. Gravel under the stone filters stormwater runoff.

Does the institution have retention ponds? :

No

A brief description of the institution's retention ponds :

Drew University has several historic retention ponds located in the Arboretum and near a few dorms which collect rainwater and runoff.

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

No

A brief description of the institution's vegetated swales :

Drew University has many fern plots, which act to collect rainwater along the multitude of crisscrossing paths on campus.

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

Yes

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

Drew has several dry wells (at Hall of Sciences, BC, Seminary, McLendon, etc) to improve recharge to the aquifer and plans to put them into any new construction or major renovations. 20% of Drew's campus is built (the remaining 80% is pervious surface) and Drew does not plan to increase this number at this time.

Waterless Urinals

Responsible Party

James Hall

Director of Planning, Design and Construction
Facilities

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

Does the institution use at least one waterless urinal? :

Yes

A brief description of the technology employed :

Two waterless urinals are installed as part of the new student center renovations.

The website URL where information about the technology is available :

<http://drew.edu/sustainability>

Building Water Metering

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

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

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

Yes

A brief description of the water metering employed :

The majority of the buildings on Drew's campus are monitored for water consumption. Thus, the amount of water used per building is recorded, allowing for the breakdown of water consumption and cost.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

No

A brief description of the source of non-potable water and how it is used :

Our environmental theme house, Earth House, collects rainwater for such purposes as flushing toilets and watering plants.

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

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

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

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

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

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

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

Yes

A brief description of the program or practice :

Drew University has a "native plant only" policy on campus which helps tremendously with drought, pests, and disease tolerance. Although there is no specifically written xeriscaping policy, the university selects plants very carefully to match them with the site conditions in order to avoid the need for irrigation or fertilizer usage.

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

Weather-Informed Irrigation

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

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

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

Yes

A brief description of how weather data or sensors are used :

The majority of Drew's grounds are not irrigated. Those around two of the campus buildings are only irrigated only in time of need when rain is scarce. The athletic fields are the most irrigated place on campus. These fields are equipped with rain monitors, which were just updated in spring 2011.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Coordination and Planning

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

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

Sustainability Coordination

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

The Drew University Sustainability Committee is composed of faculty, staff and students and was initiated by President Weisbuch in 2007. Charged with creating a sustainable Drew, the committee implements the requirements of the President's Climate Commitment and organizes sustainability events.

Members of the committee, including affiliations :

Membership list of 2009-2010:

Fred Curtis: Professor of Economics, Environmental Studies & Sustainability

Michael Kopas: Executive Director of Facilities, Director of Special Projects

Michelle Brisson: Director of Student Activities

Catherine Riihimaki: Professor of Geology, Environmental Studies & Sustainability

Christina Notas: Campus Sustainability Coordinator

Laurel Kearns: Professor of Sociology of Religion, Environmental Studies & Sustainability

Scott Oswald: General Manager of Drew Dining

Michael Richichi: Director of Computing & Networking Services

Nina Leone: College of Liberal Arts Student (Class of 2011)

Matthew Riley: Graduate Division of Religion

Theresa Ellis: Graduate Division of Religion

Daniel Bailey-Yavonditte: Theological School Association Representative

Ryan Hinrichs: Professor of Chemistry, Environmental Studies & Sustainability

Sarah Wald: Professor of English, Environmental Studies & Sustainability

Jarod Grossman: College of Liberal Arts Student (Class of 2012)

Sara Galloway: College of Liberal Arts Student (Class of 2011)

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

<http://www.drew.edu/sustainability/projects/drew-sustainability-committee>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The sustainability office, composed of the sustainability coordinator and the sustainability committee, works to integrate campus sustainability. The office receives support from the facilities department. Graduate and undergraduate students work part-time in the office.

The number of people employed in the sustainability office :

1

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

<http://www.drew.edu/sustainability/>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Christina Notas

Sustainability coordinator's position title :

Campus Sustainability Coordinator

A brief description of the sustainability coordinator's position :

The Campus Sustainability Coordinator spearheads sustainability efforts throughout the campus.

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

Strategic Plan

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted :

2008

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

Yes

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

The newly ratified strategic plan supports Drew's work towards carbon neutrality as well as other sustainability initiatives.

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

Yes

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

The newly ratified strategic plan supports Drew's work towards carbon neutrality as well as other sustainability initiatives.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability

at a high level? :

Yes

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

From Drew's Strategic Plan Website:

Sustainability demands the effective stewardship of our human, financial and physical resources so Drew can fully accomplish its mission and fulfill the vision for the future. This includes optimizing current support for programs and services, coupled with long-term program and financial planning that is aligned with institutional goals and priorities. We must simultaneously be responsive to the evolving higher education environment and changing economic conditions.

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

<http://www.drew.edu/strategicplan/>

Physical Campus Plan

Responsible Party

Michael Kopas

Executive Director of Facilities and Special Projects
Facilities

Criteria

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

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

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

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

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

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

No

A brief description of how the physical campus plan or amendment includes sustainability :

Environmental aspects in the Master Plan for Land Use at Drew University outline: 1) the need to increase efficiency and distinctions of pedestrian only and vehicular pathways, 2) a plan to preserve and maintain the wooded areas of the campus, 3) information on the technology master plan, and 4) details campus sustainability & energy conservation.

The year the physical campus plan was developed or adopted :

2008

The website URL where the physical campus plan is available :

<http://www.drew.edu/UniversityRelations/>

Sustainability Plan

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

No

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

A brief description of the plan's measurable goals :

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

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

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

Yes

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

Our goals are set with reference to the 2008 GHG inventory, in terms of absolute reductions of tons of greenhouse gas emissions. These goals are modeled on the New Jersey state greenhouse reduction goals.

Target Year. Cumulative Reduction of GHG. % to be Offset

2015 20% 0%

2020 35% 25%

2025 50% 50%

2030 65% 75%

2035 80% 100%

Achieving a 20% reduction in 4■5 years is ambitious but feasible given the recommendations in the Drew University Energy Assessment. The intention of the 2025 and 2035 targets, for example, is that Drew reduces greenhouse gas emissions by 50% and 80% respectively. The intention is also that by 2025, 50% of remaining emissions in that year will be offset. If Drew does not achieve a 50% reduction of emissions by 2025, it will need to offset a larger amount of emissions.

By 2035, 100% of remaining emissions would be offset and Drew University will achieve carbon neutrality.

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

Achieving a 20% reduction in 4■5 years is ambitious but feasible given the recommendations in the Drew University Energy Assessment.

Year the climate plan was formally adopted or approved :

2010

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

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

The reduction level (percentage) institution has committed to :

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

The baseline emissions level institution used in its GHG emissions commitment :

The target year the institution specified in its GHG emissions commitment :

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

<http://www.drew.edu/sustainability/climate-neutrality>

Diversity and Affordability

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

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

Diversity and Equity Coordination

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

Criteria

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

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

Does the institution have a diversity and equity committee? :

Yes

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

Drew University is committed to seeking academic excellence while striving continuously to be a welcoming, diverse, and a socially just campus. We aspire to provide an education that in content, scope, and pedagogy embraces difference and promotes respect that extends beyond the classroom to all University spaces and to local and global communities. Diversity encompasses multiple dimensions including but not limited to race, culture, nationality, ethnicity, geographic origin, class, sexual orientation, gender, disability, age, and religion. Our intent is to achieve a learning environment in which students, faculty, and staff understand the challenges, accomplishments, and perspectives of various groups of people, thus gaining a fuller understanding of themselves as well as how to engage in conversation spanning differences and commonalities. Achieving this vision is a fundamental commitment critical to Drew University's mission as an institution of higher learning.

Members of the committee, including job titles and affiliations :

Prof. George-Harold Jennings, University Affirmative Action Officer Staff Psychologist & Adjunct Associate Professor of Psychology

Dr. Virginia Samuel, Interim Dean of Campus Life and Student Affairs,

Mr. Frank C. Merckx, Associate Dean of Campus Life and Student Affairs

Ms. Deborah Raikes-Colbert, Director of Human Resources

Dr. Carlos Yordan, Special Assistant on Diversity, Chair of the Drew Diversity Committee; Political science dept.

Alan Dawson, Assistant Professor of Anthropology

Student representatives from the student government (yearly basis)

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

<http://www.drew.edu/about/administration-and-cabinet/diversity>

Does the institution have a diversity and equity office? :

No

A brief description of the diversity office :

The number of people employed in the diversity office :

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

Does the institution have a diversity and equity coordinator? :

No

Diversity coordinator's name :

Diversity coordinator's position title :

A brief description of the diversity coordinator's position :

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

Measuring Campus Diversity Culture

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

Criteria

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

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

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

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

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

Yes

A brief description of the assessment(s) :

The university undertook a climate survey which helped to analyze the perception of the Drew community to diversity. This survey has especially been useful as Drew becomes a more diverse campus when examining such characteristics as race, gender, sexual orientation, and transgender populations. The report shows that the results of this diversification are positive.

Drew is also currently undergoing surveying by the Middle States report which contains a diversity section, in Spring 2011.

Year the assessment was last administered :

2010

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

Based on these assessments, there has been a large effort in admissions to facilitate the entrance of the students from different backgrounds. Financial aid is available to a large portion of all students, with particular attention given to those students of disadvantaged socioeconomic backgrounds. Drew is making a concerted effort to be more accessible to all students.

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

Support Programs for Underrepresented Groups

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

Criteria

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

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

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

Yes

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

Drew University has an Education Opportunity Student program, EOS, which is designed to benefit students coming to Drew from New Jersey districts with access to limited educational and financial resources. While not all these students are minorities, this program focuses on giving students a summer session in order to increase skills that may be deficient, as well as access to certain scholarship funds. Some of these programs are also opened to non-EOS students, and free tutoring is made available to all students, regardless of race, ethnicity, and socioeconomic status.

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

There are no programs for underrepresented groups within the faculty.

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

There are no programs for underrepresented groups within the staff

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

Support Programs for Future Faculty

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

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

No

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

The Caspersen School makes provisions for a few teaching and research fellowships in each program of study. Students who are selected for these fellowships assist professors in the Caspersen School, Theological School, or College and serve as scholar apprentices. Fellows are compensated modestly, and the honor of their selection is included in their papers and credentials.

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

Affordability and Access Programs

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

A brief description of the institution's participation in federal TRIO programs :

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

Drew offers over \$27 million dollars in institutional grants and scholarships each year. 97% of Drew students receive a grant or scholarship directly from Drew University each year. The average financial aid package for a Drew student is almost \$25,000 a year.

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

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

Drew University has an Education Opportunity Student program, EOS, which is designed to benefit students coming to Drew from New Jersey districts with access to limited educational and financial resources. This program focuses on giving students a summer session in order to increase skills that may be deficient, as well as access to certain scholarship funds.

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

Educational Opportunity Scholar grants are for students with exceptional need, from educationally or economically disadvantaged backgrounds, who have been N.J. residents at least 12 months prior to receiving the grant. Generally, family income is below \$21,700 annually for a two-person household and \$49,700 for a seven-person household.

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

Drew University offers a comprehensive website which provides parents of incoming students an opportunity to examine all potential grants and scholarships that they may qualify for. Financial aid advisers are also available to meet with the parents about payment options.

The website is located at:

<http://www.drew.edu/financialassistance/financing-your-education>

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

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

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

Thomas H. Kean Minority Scholarships are offered annually to the highest achieving students of color in Drew's entering class. Students must also demonstrate financial need.

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

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

Gender Neutral Housing

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

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

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

No

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

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

Employee Training Opportunities

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

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

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

Yes

A brief description of the cultural competence trainings and activities :

All faculty and staff must partake in an online training course about discrimination and sexual harassment, including information on both federal and state laws. These training sessions are mandatory once every two years.

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

Student Training Opportunities

Responsible Party

Carlos Yordan

Special Assistant on Diversity, Chair of the Drew Diversity Committee
Political Science

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

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

Yes

A brief description of the cultural competence trainings and activities :

Drew University is now focusing more attention on providing cultural competency and stability training to all students. Currently, the resident assistants (RAs) of the university undergo workshops on diversity and cultural competency training each year. Drew is also looking to add more cultural competence into its new student orientation.

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

Human Resources

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

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

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

Sustainable Compensation

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

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

745

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

0

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

Human resources ensures that all workers on campus make more than minimum wage through benchmarking. Currently, no one makes less than 13 dollars an hour. However, it is not instituted through a specific policy regarding sustainable work environments. Rather it is ensured through a strategy that enables Drew University to remain competitive in the job market.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

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

2010

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

Employee Satisfaction Evaluation

Responsible Party

Deborah Raikes-Colbert

Director of Human Resources

Human Resources

Criteria

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

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

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

Yes

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

The main survey that is annually conducted is not specific to Drew University, rather it is facilitated by a third party, the Great Colleges Survey. In addition to this, Drew sends out miniature surveys to assess staff experiences.

The year the employee satisfaction evaluation was last administered :

2010

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

Staff Professional Development in Sustainability

Responsible Party

Deborah Raikes-Colbert
Director of Human Resources
Human Resources

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Human Resources does not have a training budget or program for staff, but training is available on a departmental basis. Additionally, Drew University's Human Resources department encourages staff members to participate in sustainability trainings that are facilitated by the campus sustainability coordinator.

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

Sustainability in New Employee Orientation

Responsible Party

Deborah Raikes-Colbert
Director of Human Resources
Human Resources

Criteria

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

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

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

Yes

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

The campus sustainability coordinator is brought in to facilitate a discussion on sustainability through Human Resources. Here, faculty and staff are introduced to the sustainability measures taken on campus and are shown the ways in which they can participate. The sustainability coordinator is present at all of the large orientations, which usually occur in August when there are more changes made to the staff, however the coordinator is not necessarily present at every orientation done by Human Resources, but is present intermittently throughout the year.

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

Employee Sustainability Educators Program

Responsible Party

Deborah Raikes-Colbert

Director of Human Resources

Human Resources

Criteria

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

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

Total number of people employed by the institution :

368

Program name (1st program) :

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

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

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

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

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

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

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

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

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

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

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

Responsible Party

Deborah Raikes-Colbert
Director of Human Resources
Human Resources

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

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

Yes

A brief description of the child care program, policy, or practice :

The Acorn Academy is Drew University's on site childcare facility. It is subsidized and employees are charged a lower rate than what other childcare services in the area cost. The children cared for in this program range from six weeks to six years.

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

Employee Wellness Program

Responsible Party

Deborah Raikes-Colbert

Director of Human Resources

Human Resources

Submission Note:

There is discussion of hiring a wellness coordinator for the next fiscal year.

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

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

Yes

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

Drew University does have an employee wellness practice.

The Employee Assistant Program is free over-the-phone service that puts people in touch with a counselor, whom they can talk with either on the phone or meet in person. It enables people to remain anonymous and is language accessible. It includes ten sessions a year and is open to each staff person and their immediate family members.

Medical insurance is through United Health Care, which provides many additional programs.

Other wellness benefits include free access to the forum and gym.

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

Socially Responsible Retirement Plan

Responsible Party

Deborah Raikes-Colbert
Director of Human Resources
Human Resources

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

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

Yes

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

This variable annuity account seeks a favorable long-term rate of return that reflects the investment performance of the financial markets while giving special consideration to environmental, social, and governance criteria.

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

<http://www.tiaa-cref.org/public/performance/retirement/profiles/1005.html>

Investment

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

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

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

Committee on Investor Responsibility

Responsible Party

Jennifer Kohn

Assistant Professor of Economics

Economic Department

Criteria

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

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

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

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

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

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

:

Yes

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

The Socially Responsible Investment Committee is chartered by President Weisbuch and became fully operational in Spring 2010. The main role of the SRIC is to advise and give suggestions to the Investment committee to make environmental and social changes to Drew Universities investments.

Members of the CIR, including affiliations :

The committee has 13 members: 3 CLA students, 1 Graduate student, 1 Theology student, 3 faculty, 2 staff members, 2 administrators, and a trustee emeritus

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

The website URL where information about the committee is available :

Responsible Party

Jeffrey Balog

Associate Treasurer

Finance and Business Affairs

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

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

No

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

No

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

No

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

The portfolio's underlying money managers vote proxies at their discretion.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

Jeffrey Balog

Associate Treasurer

Finance and Business Affairs

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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

Total value of the investment pool :

0 US/Canadian \$

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

0 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

n/a

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

Student-Managed Sustainable Investment Fund

Responsible Party

Jeffrey Balog

Associate Treasurer

Finance and Business Affairs

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

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

No

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

Currently Drew does not have a student-managed SRI fund. However, the SRIC is working on it. Hopefully it will be running by spring 2012.

The website URL where information about the fund is available :

Sustainable Investment Policy

Responsible Party

Jeffrey Balog

Associate Treasurer

Finance and Business Affairs

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

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

No

A brief description of the sustainable investment policy :

The Investment Committee's primary objective is to optimize the total return on the assets of the Endowment over the long term, with consideration of risk. Although the primary objective is to optimize return, the Committee recognizes that compelling moral and social considerations in the management of Endowment funds may exist. The basic policy of appropriate optimization of financial return does not preclude the University from determining from time to time that certain investment practices may be questionable.

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

Jeffrey Balog

Associate Treasurer

Finance and Business Affairs

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

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

No

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

Information is made available to the school community at the investment office or similar office on campus.

The website URL where information about investment disclosure available :

Public Engagement

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

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

Community Sustainability Partnerships

Responsible Party

Amy Koritz

- Director of the Center for Civic Engagement and Professor of English
Dean's Office - Graduate School
-

Criteria

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

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

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

Yes

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

Drew University helped to organize the first ever Madison Green Fair in 2010 and continues to be involved in this annual event. At the Green Fair students help work the University Table by giving away native ferns and promoting sustainability awareness in the community. The University also has a formal partnership with Morristown Neighborhood House, which is a settlement house for under-served immigrant communities. Drew's involvement in the Day Labor Community, a group of predominantly Hispanic men, promotes programmatic goals and fair treatment by offering English language course and technological guidance. The university also contributes to after school programs in the local area and Newark through Pathways to Work, Citizen Schools, and the Marion Bolden Student Center. Drew University also works with a variety of other non-profits by sending interns and students. Some of these non-profit programs are Homeless Solutions, Deirdras House, Girl Scouts of Northern New Jersey, Furniture Assistant, Timeout Madison, and Jersey Battered Women Service.

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

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

Submission Note:

The Presidents' Climate Commitment

Drew University is deeply concerned about the unprecedented scale and speed of climate change and its potential for large-scale, adverse health, social, economic and ecological effects. Through its long-term commitment to sustainability, Drew University is helping to transform the current climate crisis from a challenge to an opportunity. In January 2008, Drew University President Robert Weisbuch joined college and university presidents across the country in signing The Presidents' Climate Commitment. In doing so Drew University committed to neutralize greenhouse gas emissions associated with university activities and accelerate the research and education needed to minimize anthropogenic climate change.

Through The Presidents' Climate Commitment, Drew University models the commitment to civic engagement and responsible global citizenship central to its mission statement. Confronting the challenges of sustainability across the curriculum enhances Drew University's efforts to provide an engaged and socially relevant education. By developing and implementing a comprehensive plan for carbon neutrality, and involving faculty, staff, and students in the process, Drew University helps to create engaged and responsible citizens intellectually prepared to meet the challenges of climate change. Drew University's commitment to carbon neutrality will augment student, faculty and staff recruitment, community and governmental support, and educational and research capabilities. It will also reduce and stabilize operating costs, an increasingly important issue in the current financial climate. Lastly, by taking tangible steps to combat climate change, and being publically accountable for our decisions, Drew University will become a regional leader in the stewardship of natural resources. In joining The Presidents' Climate Commitment, Drew University pledged to develop and implement a comprehensive plan that includes:

- An annual greenhouse gas inventory of the school;
- The establishment of a timeline leading to carbon neutrality;
- Two or more short-term "tangible actions" that begin to address the issue of climate change;
- The enhancement of sustainability issue in the curriculum; and
- Sharing plans and progress reports in an effort to facilitate progress at other institutions.

"---" 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 :

Drew presented at the latest New Jersey Higher Education Partnership for Sustainability (NJHEPS) conference about the Presidents Climate Commitment. Last year, Drew hosted a Sustainability Conference through the Association of Independent Colleges of NJ (AICUNJ). Drew is also hosting an environmental health seminar at Drew through AICUNJ.

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

New Jersey Higher Education Partnership for Sustainability (NJHEPS)

Association of Independent Colleges of NJ (AICUNJ)

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

Drew has a socially responsible student investment group that meets in the city with other groups from schools within the region to talk about current investments and discover new investment opportunities and ways to encourage schools to invest in sustainable causes to promote sustainability.

Drew's Students for Sustainable Food has also been participating in the Real Food Challenge national network.

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

Sustainability in Continuing Education

Responsible Party

Patricia Laprey

Director of Continued Education

Continuing University Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

1

Total number of continuing education courses offered :

43

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

No

A brief description of the certificate program :

Year the certificate program was created :

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

Community Service Participation

Responsible Party

Amy Koritz

- Director of the Center for Civic Engagement and Professor of English
Dean's Office - Graduate School
-

Criteria

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

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

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

The number of students engaged in community service :

433

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

2114

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

Community Service Hours

Responsible Party

Amy Koritz

- Director of the Center for Civic Engagement and Professor of English
Dean's Office - Graduate School
-

Criteria

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

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

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

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

41373

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

2114

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

Sustainability Policy Advocacy

Criteria

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

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

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

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

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

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

Trademark Licensing

Criteria

Part 1

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

Part 2

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

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

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

No

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

No

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

No

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

Graduation Pledge

Responsible Party

Sarah Wald

Assistant Professor

Environmental Studies & Sustainability

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

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

Yes

A brief description of the graduation pledge program :

2011 was first year that a Senior Green Graduation Pledge will be administered at Drew University. The pledge continued for the 2012 graduating class. We will be using the materials of the Graduation Pledge Alliance (

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

)

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

<http://drew.edu/sustainability>

Community Service on Transcripts

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

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

A brief description of the practice :

The website URL where information about the practice is available :

Farmers' Market

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

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

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

Yes

A brief description of the farmers' market :

The Drew Farm Stand is every Monday from 3 to 6pm outside the University Center. Melick Farms of Oldwick, NJ has farm-fresh produce available for the Drew Community. The farm stand starts in September and runs until the end of October.

The website URL where information about the market is available :

<http://www.drew.edu/sustainability/projects>

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Sara Webb
Professor of Biology
Biology

Criteria

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

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

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

Fern Fest is an annual re-forestation event at Drew held during Earth Week. Students work to replace a section of campus lawn with diverse native ferns and wildflowers, helping to restore the forest ecosystem that once thrived here. Small shrubs and trees are also planted. The Fern Fest event also includes other activities, depending on interests of the organizing students: tie-dyeing, craft and food booths, and bands playing into the evening. The end results: enhanced biodiversity on campus, a fun community celebration, and some good environmental education for all!

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

<http://www.drew.edu/sustainability/projects/green-traditions>

Responsible Party

Amy Koritz

- Director of the Center for Civic Engagement and Professor of English
Dean's Office - Graduate School
-

Criteria

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

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

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

Civic Engagement Scholarship Program

Drew University actively supports students who show extraordinary commitment to community by offering Civic Engagement Scholarships. These Drew Civic Scholars not only receive a monetary award, but also join an exciting new civic engagement program that will increase their service and leadership skills and experiences. Drew Civic Scholars participate in special classes, workshops, seminars, and off-campus service projects. They also mentor and lead students from all disciplines who are interested in making the world

a better place.

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

<http://www.drew.edu/cce/>

Innovation 3

Responsible Party

Amy Koritz

- Director of the Center for Civic Engagement and Professor of English
Dean's Office - Graduate School
-

Criteria

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

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

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

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

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

Innovation 4

Criteria

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

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

"---" indicates that no data was submitted for this field

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Yes

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

Provide a brief description :

Food Education

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution provides education about eco-positive food and gardening techniques.

"---" indicates that no data was submitted for this field

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

Courses on sustainable food are offered.

Are students educated in dining facilities about how to make eco-positive food choices? :

Provide a brief description :

Are students educated during orientation about how to make eco-positive food choices? :

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

The student group, Students for Sustainable Food, provides a number of events throughout the academic year to educate students including a fair trade festival (Fair Fest) and tabling at events.

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

Students for Sustainable Food runs a community garden for undergraduates. Graduate students participate in the Theological School Community Garden.

Food and Beverage Purchases

Responsible Party

Mark Vallaro
Dining Manager - Aramark
Dining Services

Criteria

Institution provides details of its food and beverage purchases.

"---" indicates that no data was submitted for this field

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

List items procured for dining services from on-campus organic garden(s) :

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

List all Fair Trade certified items purchased :

Coffee

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Dishware

Responsible Party

Mark Vallaro
Dining Manager - Aramark
Dining Services

Criteria

Institution provides details of the dishware its provides at its dining services locations.

"---" indicates that no data was submitted for this field

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

No

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

Provide a brief description. :

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Energy Use by Type

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution reports its energy use by type.

Submission Note:

Geothermal heats and cools our 54,000 square foot residence hall.

Our current electric fuel mix from Exelon is available here:

<http://www.exeloncorp.com/energy/generation/Pages/generation.aspx>

Natural gas is used to heat our 1.2 million square foot of space

"---" indicates that no data was submitted for this field

The percentage of total electricity use from coal. :

The percentage of total electricity use from wind. :

The percentage of total electricity use from biomass. :

The percentage of total electricity use from natural gas. :

The percentage of total electricity use from solar PV. :

The percentage of total electricity use from geothermal. :

The percentage of total electricity use from nuclear. :

The percentage of total electricity use from hydro. :

The percentage of total electricity use from other. :

Provide a brief description. :

The percentage of total energy used for heating buildings from coal. :

The percentage of total energy used for heating buildings from biomass. :

The percentage of total energy used for heating buildings from electricity. :

The percentage of total energy used for heating buildings from natural gas. :

The percentage of total energy used for heating buildings from geothermal. :

The percentage of total energy used for heating buildings from fuel oil. :

The percentage of total energy used for heating buildings from other. :

Provide a brief description. :

If cogeneration, please explain. :

Procurement

Criteria

Institution provides details about its procurement efforts.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Bike Sharing

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution reports the number of bicycles available through bike sharing programs.

"---" indicates that no data was submitted for this field

The number of bicycles available through bike sharing programs :

20

Water Initiatives

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution provides details about its water initiatives.

Submission Note:

There are 2 waterless urinals in the newly renovated student center.

"---" indicates that no data was submitted for this field

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

Endowment

Criteria

Institution provides details about its endowment.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainability Staffing

Responsible Party

Christina Notas
Sustainability Coordinator
Facilities

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

"---" indicates that no data was submitted for this field

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

35

FTE staff on payroll :

1

FTE student intern/fellow :
