



2022

# COMMUNICATION ON ENGAGEMENT

UNIVERSITY OF DAYTON



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## OVERVIEW

This is the second Communication of Engagement by the University of Dayton covering the period of 2019-2022. The University of Dayton promotes and engages with the ten Guiding Principles of the Global Compact and the seventeen United Nations Sustainable Development Goals across all the institution's core functions, namely: 1). Academic and educational activities; 2). Research and Scholarship; 3) Operations and facilities; and 4). Global and community engagement and partnership. This report provides descriptions of specific activities that further the Guiding Principles across these functions, including assessment data where available.



# University of Dayton

OFFICE OF THE PRESIDENT

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April 5, 2022

António Guterres  
Secretary-General  
United Nations  
405 E. 42nd Street  
New York, NY 10017

Dear Mr. Secretary General:

Please accept this letter as an expression of the University of Dayton's continued commitment to support the ten principles of the Global Compact with respect to human rights, labor, the environment, and anticorruption. The University of Dayton's membership in the Global Compact and our support for the UN's Sustainable Development Goals (SDGs) is a natural outgrowth of our strategic vision to be "the University for the Common Good."

In this Communication on Engagement, we outline activities across all major university functions: education, scholarship, business operations and facilities, and communication and engagement. As an anchor institution in our local community with a global outlook, we strive to continually improve the integration of the ten principles and the SDGs into our core activities. Based on our Catholic and Marianist identity, the University of Dayton collaborates with other, like-minded stakeholders globally and locally to support and strengthen the Global Compact and the global sustainable development agenda.

This document is our second Communication on Engagement since signing our original commitment in 2017. It summarizes our engagement for the past two years and shows our progress over that time. As we continue to grapple with the global COVID-19 pandemic and its impacts on all of our major functions and activities, we reaffirm our commitment and pledge to continue to expand our support and engagement to the ten principles of the Global Compact and the Sustainable Development Agenda 2030.

Sincerely,

President Eric F. Spina





**BY THE  
NUMBERS**

IN THE TOP  
**3%**  
OF ALL AASHE  
RATED SCHOOLS

**452**  
COURSES FEATURING  
SUSTAINABILITY



# AWARDS, RECOGNITION, RANKINGS, & DECLARATIONS

UD received the **Jesse L. Moore Supplier 2022 Diversity Award**, a national recognition from INSIGHT Into Diversity magazine honoring colleges and universities that take proactive steps to support and engage minority-owned businesses. The publication selected winners for their efforts in recruiting, hiring and retaining suppliers from underrepresented groups through institutional supplier diversity offices, innovative programs and other initiatives.

The University of Dayton is a founding member of the **Laudato si Action Platform (LSAP) Educational Institutions** community and is represented on that [global working group](#).

The University of Dayton was the **first university to sign onto the ethical and fair trade learning commitments sponsored by the [Community-Based Global Learning Collaborative](#)**. The commitments reflect a human rights-based approach to global and local community engagement that centers the perspectives, leadership, representation and meaningful engagement of impacted populations and those who are most vulnerable. UD President Eric Spina formally signed the agreement on May 18, 2021.

The University of Dayton is in the top 20 in Sierra Magazine's [ranking of North America's greenest colleges and universities](#).

The University of Dayton has a gold STARS [rating](#) from the Association for the Advancement of Sustainability in Higher Education (AASHE); its score **ranks in the top 3 percent of all rated schools, first in Ohio, and second among all U.S. Catholic colleges and universities**. The University earned perfect or near perfect marks for academic research; diversity and affordability; sustainability coordination and planning; purchasing and public engagement; and innovation and leadership.

In July of 2016, the University of Dayton was [designated](#) the **38th Fair Trade University** in the U.S. Led by the New Abolitionist Movement club, the campaign consisted of a group of faculty and students working to ensure that the University of Dayton more fully fulfills its Catholic and Marianist values by making a commitment to ethical sourcing, with Fair Trade as one avenue. The university president has established a **University Working Group for Fair and Ethical Sourcing** to further implement these initiatives, including this campaign.

In June 2018, the University of Dayton joined nearly 600 other U.S. Catholic institutions in signing the **[Catholic Climate Declaration](#)** that affirms the Paris Agreement and supports actions to meet its goals.

The University of Dayton signed the **[Declaration on University Global Engagement](#)**, expressing a commitment to global engagement through a series of actions, including:

- Developing the global competence of all students so they have the skills to productively engage with individuals from different cultural and national backgrounds.
- Increasing our students' understanding of the most pressing economic, social, and environmental challenges facing the world today.
- Significantly increasing student physical and virtual mobility across nations so that many more of our students experience realities outside their domestic contexts and deepen their understanding of challenges and opportunities in other parts of the world.
- Committing to cross-border and cross-sector research, knowledge sharing, and innovation in collaboration with our public and private stakeholders in pursuit of novel solutions to the SDGs.
- Communicating publicly about the progress and importance of our global engagement

**100+**  
GRADUATES IN HUMAN  
RIGHTS STUDIES

**19TH**  
ON THE SIERRA CLUB'S  
"COOLEST SCHOOLS" LIST

**1ST**  
CATHOLIC UNIVERSITY TO  
DIVEST FROM FOSSIL FUELS



# UNIVERSITY-WIDE ENGAGEMENT (MAJOR CONFERENCES)

## **Social Practice of Human Rights Conference**

An initiative of the Human Rights Center, its biennial conference, the Social Practice of Human Rights (SPHR) provides a unique space for scholars and practitioners to engage in collaboration, dialogue and critical analysis of human rights advocacy and practice, locally and globally. SPHR conversations forge alliances and help set agendas for research, advocacy and action.

As in previous conferences, SPHR 2021 featured themes, speakers, and presentations aligned closely with the Guiding Principles.

SPHR 2021 was themed “Between Peril and Potential: What is human rights advocacy in the wake of the pandemic?” It addressed the perils and potential the pandemic has created for human rights advocacy. How we grapple with this as a human rights community will contribute to collective efforts toward justice over corruption, solidarity over selfishness, and human dignity over oppression.

## **Native Peoples of the Americas Colloquium**

The Native Peoples of the Americas Colloquium (NPAC) is an annual gathering that shines light on Indigenous Peoples’ history, culture and spirituality through presentations, films, performances and workshops. NPAC is coordinated by a planning committee of University faculty and staff, and local indigenous scholars and activists.

- NPAC 2021 was themed “LandBack: Indigenous Sovereignty and Self-Determination.” It covered topics dealing with land-use, conservation, indigenous rights, and others relating to the ten Guiding Principles.

## **Gilvary Symposium**

The 2020 Gilvary Symposium held in January was closely aligned with the Guiding Principles. Entitled, “Building A Green New Deal In The Rust Belt: Legal, Policy And Democratic Challenges,” the symposium was co-sponsored by the University of Dayton School of Law, Hanley Sustainability Institute, and Human Rights Center.



## **Global Voices**

Since 2017, the UD Global Voices Symposium has served our community on an annual basis by presenting stimulating and thought-provoking programs on global awareness and engagement. In March, 2022, the symposium proudly presented “Africa in Our Century,” examining the growing importance of this continent for our present and future. As with past programs, the 2022 symposium draws on the experiences and expertise of individuals from our UD campus and community leaders to discuss activities and initiatives which promote global education and engagement.







For the Association for the Advancement of Sustainability in Higher Education (AASHE) the University of Dayton prepared an **inventory of sustainability-related courses as a component of the Sustainability Tracking, Assessment & Rating System (STARS)**. Utilizing an inclusive definition of sustainability, “encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations,” this report captures the intersection of education with addressing human rights and environmental issues.

For the 2019 STARS report, a total of 120 undergraduate courses and 38 graduate courses that focused explicitly on understanding sustainability or solving major sustainability challenges were identified. Additionally, 307 undergraduate courses and 145 graduate courses incorporated sustainability activities, units, or projects. Details may be accessed [here](#).

Within the **College of Arts and Sciences**, multiple degree and certificate programs educate undergraduate and graduate students on issues related to the guiding principles of Human Rights, Labour, Environment, & Anti-Corruption.

**The Human Rights Studies Program** offers bachelors of arts and minors to undergraduate students in the College of Arts and Science. Since 1998, more than one hundred students have graduated from the program and pursued careers as human rights advocates and academics or humanitarian professionals in legal, governmental and non-profit sectors. For more information about the program requirements, please see their website [here](#).

**The Sustainability Program** provides many degree paths for both undergraduate and graduate students. For undergraduates, the program offers both a Bachelors of Arts and Sciences, designed to be part of a double major. The Bachelor of Arts integrates social, cultural, and political dimensions of sustainability with a focus on leadership and community engagement. Alternatively, the Bachelor of Sciences trains students in communicating and problem solving, as well as in quantitative methods and data analysis. More information about these programs, the minor in sustainability, and the 12-credit-hour graduate certificate in sustainability, please see their website [here](#).

**International Studies Program** utilizes a multidisciplinary approach to their Bachelor of Arts and minor. Students may pursue a concentration in Global Health and Environment, Global Migration and Economic Development, International Business, International Education, International Journalism and New Media, or Peace and Global Security. For more information, please see their website [here](#).

The **Criminal Justice and Security Studies (CJSS) Department** offers a Bachelor of Arts degree in Criminal Justice. It is a broadly structured, interdisciplinary and criminological curriculum comprised of faculty who are criminal justices, criminologists, community activists, psychologists, political scientists, social workers, law and justice scholars and sociologists. The interdisciplinary program encourages students to become ‘improvement agents’ in their service to the community. They are expected to demonstrate the behavior necessary for effective personal and group relationships while incorporating the rights and responsibilities of individuals, accepting and utilizing criticisms and respecting human difference. Please see the website [here](#).

The **Women's and Gender Studies (WGS) program** focuses on the experiences and perspectives of women and considers how gender intersects with other identities, such as race and class, to shape all of our lives. Founded upon the integration of theory and practice, and of critique and imagination, WGS brings approaches from other disciplines and fields into conversation with each other and with critical theories about gender and power to address and improve the lives of women and, by extension, of children and men.

The **Race and Ethnic Studies Program** focuses on developing students' intercultural competencies through the lens of race, ethnicity, and social justice. The goal of the program is to cultivate the intersectional thinking necessary to address systemic differences in power in order to pursue equity, inclusion, and forward the University's mission of serving the common good.

The **Ethics and Leadership undergraduate certificate** responds to the president's call to provide every student with a “distinctive, integrated experience that fosters servant-leadership.” The certificate delivers a foundation and a framework that both directly helps cultivate Ethics and Leadership, as well as indirectly aids students in learning these lessons in their other courses and lives more broadly.



# DEGREE PROGRAMS & SUSTAINABILITY-RELATED COURSES

On the undergraduate and graduate levels, the School of Engineering provides degrees in service of the guiding principles of Human Rights, Labour, Environment.

A newly established **Human Rights in Engineering academic minor** is designed to create a human rights focused pathway through existing engineering major and CAP requirements, enabling engineering students to explore, discuss, and apply human rights frameworks in their personal and professional life as a globally responsible engineer. The skills, knowledge, and abilities gained from this minor prepares engineering students for careers that incorporate global development, social and corporate responsibility, sustainability, stakeholder engagement, full participation of marginalized communities, cross-cultural work environments, and equity-centered design. The Human Rights in Engineering minor features a unique interdisciplinary curriculum and a blend of coursework and experiential learning opportunities. The minor is a result of a partnership between the School of Engineering's Ethos Center, UD's Human Rights Center, and the Human Rights Studies Program that serves the dual purpose of applying engineering and technology to advance, promote, and increase access to Human Rights, as well as infusing human rights principle, practices and approaches into engineering research and design.

The **Sustainable Manufacturing Minor** may be added to any undergraduate engineering track. Students take courses in Energy, Materials, Plastics, and Sustainable Manufacturing, covering topics such as sustainability, design for the environment, laws and regulations, industrial ecology, and recyclability.

The **Master of Science in Renewable and Clean Energy program** helps students to grow their passion for clean energy and sustainability, develop the skills to design, optimize, and manage renewable energy systems, and assess and improve the energy efficiency of existing systems. Students will also grow in their ability to be agents of change in their local, regional, and national communities. In-depth courses in solar engineering, geothermal engineering, wind engineering, biofuels, building and industrial energy efficiency, and energy data analytics. Project-based experiences linked to industrial and governmental partners are included in nearly every course.

The **University of Dayton School of Law** offers a Concentration in Human and Civil Rights. Designed to provide students with broad-based exposure to the substantive law relating to human rights and civil liberties, the concentration examines the institutions responsible for creating, administering and enforcing that law. Addressing all of the guiding principles, the concentration covers topics ranging from Civil Rights Enforcement to International Human Rights Law to Children & the Law to Disability Rights Law to Employment Discrimination to Immigration Law Process and Policies. For more information about the concentration, please see the Law School's website [here](#).







# RESEARCH & SCHOLARSHIP

For the Association for the Advancement of Sustainability in Higher Education (AASHE) the University of Dayton prepared an inventory of sustainability-related research as a component of the Sustainability Tracking, Assessment & Rating System (STARS). Of the 699 faculty and staff members engaged in research, 117 are directly engaged in sustainability research. This commitment to sustainability in research reaches across departments with 78.38% of research-producing departments engaged in sustainability research. Details of this report may be found [here](#).

As a signatory of the United Nations-supported initiative, Principles for Responsible Management Education (PRME), the University of Dayton School of Business Administration (SBA) is committed to the Guiding Principles. In the most recent PRIME report, the SBA committed to engaging “in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.” For the full report and a list of recently published research in this area, please follow this [link](#).

The School of Business Administration is part of the United Nations Conference on Trade and Development’s International Standards for Accounting and Reporting (UNCTAD ISAR). ISAR, the intergovernmental working group of experts of international standards of accounting and reporting, assists developing countries and economies in transition in the implementation of best practices for accounting and corporate governance. ISAR is the instrumentality of the UN tasked with developing measures and reporting standards for the UN Sustainable Development Goals (SDGs). **The University of Dayton is the only university in North America to be part of this effort.**



# STUDENT LEADERSHIP & EXTRACURRICULAR ACTIVITIES

Over 200 recognized student organizations are active on campus. This includes more than 30 focused on service and social action. A few examples that directly connect to the Guiding Principles:

**The University of Dayton Chapter of the UNICEF Campus Initiative** works to support the U.S.A. fund for UNICEF which works for the survival, protection and development of children worldwide through fundraising, advocacy and education.

**Human Rights Week** has been a tradition at the University of Dayton for nearly 20 years. Every year, students organize a week of awareness raising and engagement on human rights issues during the month of February. This year, **the Human Rights Advocacy Group (HRAG)** was established to take forward this tradition. HRAG seeks to engage students, faculty and community members in dialogue and activities, which define human rights, expose violations, and attempt to promote human rights both locally and globally.

**Flyer Development** is a non-profit branch of **Flyer Consulting**, a student-run enterprise, that works in partnership with CityWide Development Corp. locally and the IMANI Marianists internationally to advise and educate small business owners in the Dayton area and beyond. Flyer Development seeks to enable entrepreneurial growth through the empowerment of business owners, with the ultimate goal of building more impactful communities in Dayton and around the world.

**Sustainability Club**, a service and social action club, organizes student action around food access issues, water rights, and waste on campus. Annually, the club facilitates a campus-wide sustainability week and Earth Fest. Both programs collaborate with student-run and institutionally led initiatives.

**Student Sustainability Leadership Coalition** is a student-led convening group. With student leaders from across sustainability, human rights and justice, and service-oriented groups, the coalition shares best practices, aligns programming to avoid duplication, and amplifies each other's work.

**Feminist United** is a social action organization committed to promoting the practice and advocacy of political, economic, and social equality for people of all identities through education, awareness, open discussions, inter-group collaboration, and activism.

**Amnesty International's** campus chapter works to raise awareness and advocate for a safer world.

**The P.E.E.R.S. (Program to Engage and Exchange Resources for Students) mentor program** is dedicated to engaging and empowering first-year students to successfully navigate the college experience. The program is designed to give multicultural students a way to create and maintain meaningful relationships with peers and build a connection to the greater UD community. The PEERS program helps to foster an inclusive environment that is rewarding for mentors and mentees. While students learn and grow together, they become active partners in shared learning experiences through programs, services, and relationships. Mentors and mentees will receive personal, social, cultural and academic support that will aid in the retention and persistence towards graduation from UD.



DAYTON  
**FLYER**  
18  5



University  
of Dayton

LEARN MORE AT [GO.UDAYTON.EDU/SUSTAINABILITY](http://GO.UDAYTON.EDU/SUSTAINABILITY)

**LEARN. LEAD.  
CONSERVE.**

We are committed to creating a  
more sustainable future.



The University's **College of Arts and Sciences** supports three centers and institutes that engage locally and globally to practice the mission of the University for the advancement of human rights, sustainability, and the common good. Overviews of these centers and examples of relevant programming follow.

The **Human Rights Center** advances human rights by conducting research-driven, participatory advocacy; educating future practitioners; and fostering inclusive and reflective dialogue and learning. Inspired by our Catholic Marianist roots, we work through sustainable partnerships with human rights practitioners and justice organizations in Ohio, the United States and around the world.

- **Abolition Ohio** is supported by the Human Rights Center. Since 2010, Abolition Ohio has strived to abolish all forms of human trafficking: labor trafficking, sex trafficking, and all other forms of modern day slavery. It works in partnership with concerned community members and partner organizations in the Miami Valley and across the state and the country in a holistic approach aimed at preventing human trafficking, protecting victims and survivors, and helping to prosecute the criminals responsible.
- The **Human Rights and Development in Malawi project** is undertaken in partnership with the Department of Political Science and the NGO in Malawi, Determined to Develop, this project draws on transdisciplinary research and applied participatory international development insights to enable students from across the university, including Teacher Education - School of Education and Health Sciences and ETHOS Center - School of Engineering, to meaningfully participate in development and human rights work on a global scale. The Malawi Research Practicum and the Malawi Graduate Fellowship train future human rights advocates and professionals through applied research and working with the community on critical human rights and development issues.
- The **Moral Courage Project** aims to tell the stories of "upstanders" (those who refuse to be bystanders), and identify and celebrate individuals who take risks to make important contributions in their communities during moments of crisis. In all communities, there are individuals who stand up on behalf of others in danger, regardless of the risk. These people embody moral courage, yet are often left out of history. The project trains students to take testimony and engage in human rights storytelling. These skills coupled with the opportunity to conduct fieldwork provide students with invaluable and transformative experiences. Biennial project topics have included racial discrimination and violence, immigration and refugee rights, and access to clean water in the US.

The **Hanley Sustainability Institute (HSI)** is working with the University and Dayton community to make progress towards our goal of a more sustainable campus and community and becoming a leader in sustainability education. In 2019, the University added sustainability undergraduate degrees to go along with the existing sustainability minor and graduate certificate.

- HSI released an **impact report** covering the calendar years of 2018 through 2020, which included a major expansion of HSI, which was founded in 2014. "A growing role at UD" summarizes key events during the span which includes hiring of its executive director, adding faculty and staff, introducing a fast-growing sustainability major and graduate certificate, student leadership and experiential learning, national recognition as a sustainability leader and being part of an award-winning paper on the path to carbon neutrality at UD.

**Fitz Center for Leadership in Community** integrates the Marianist and Catholic mission of service with civic leadership to build community between the region and the University. A combination of servant leadership programs for students and faculty research in community results in the Fitz Center's effective work in creating reciprocal partnerships, engaged learning and scholarship, and community building.

- The **River Stewards Program** is a three year, interdisciplinary program designed to engage undergraduate students in experiential and community-engaged learning centered around the Great Miami River Watershed. Each student gains practical experience and leadership skills while working closely with faculty, staff, and community partners to help protect, promote, and preserve the region's rivers and water resources. The Stewards travel across the watershed with the RiverMobile, a mobile classroom, to educate primary school students about watersheds, history, aquifers, rivers, and our global responsibility.

The **Center for Social Concern**, seeks to unite faith and action for justice. Informed by Catholic Social Teaching, the center provides students numerous opportunities for reflective service, service-learning, and education and advocacy for justice.



## CENTERS & INSTITUTES

The **Engineers in Technical Humanitarian Opportunities of Service Learning or ETHOS Center** seeks to provide service-learning experiences to students through technical immersions, student activities, research, and hands-on projects. Ingraining an ethic of service, the center increases engineers' understanding of technology's global linkage with values, culture, society, politics, and economics.

The **Center for International Programs** provides leadership, strategic planning, coordination, and administrative support for the internationalization of the campus. In cooperation with other University departments and external organizations, the CIP operates programs and provides services that enhance intercultural education and prepares students to be global citizens.

The **Women's Center** advances gender equity across identities, utilizes and models intersectional and anti-oppression frameworks, and advocates for an equitable University culture and community for all.

- In an effort to be transparent around the representation of women across the university workforce and leadership positions, the Women's Center prepared the **Status of Women at the University of Dayton Report Card**. By examining both race and gender, this report uses a robust set of disaggregated data to show the differences between and among women. Prepared for the first time for the 2018-2019 academic year, this report card embodies the University's commitment to anti corporation and gender equity.

The **Multi-Ethnic Education and Engagement Center (MEC)** provides staff, facilities, services, and special programs to support the academic experience of students. MEC staff members work closely with academic deans, faculty and administrative offices to provide a supportive campus environment based on the academic, social, and cultural needs of a diverse community of scholars. This center serves as a resource for the entire campus community while providing multicultural students and their families with an additional connection to the University.





# INSTITUTIONAL POLICY MECHANISMS (TASK FORCES & WORKING GROUPS, ADVISORY COMMITTEES)

**The University Working Group on Fair, Ethical, and Sustainable Sourcing (FESS)** was established in 2016 and meets a minimum of four times a year. Its mission: "To better align the University's purchasing and vendor practices with Catholic and Marianist principles and standards for social, economic, and ecological justice. In carrying out this cause, we strive to also integrate some of the best practices of world-class organizations for fair, ethical, and sustainable standards." FESS membership includes students, faculty, and staff from across the university. It coordinates the university's fair trade initiatives and functions as an advisor for Procurement and Payable Services, Dining Services, and the Bookstore.

**The Laudato si Action Platform (LSAP) working group** consists of faculty, staff, and student representatives from across the university. It meets regularly and is tasked with planning and implementing the university's commitment to the Vatican's Laudato si Action Platform and its call to care for our common home. The working group is currently developing a seven year plan to achieve the LSAP's seven goals.

**The Inclusive Excellence Council** is a permanent standing council of the university established for the purpose of advancing and supporting efforts to achieve and sustain inclusive excellence. Among other responsibilities, it monitors and reports on progress in the execution of the Flyer Plan for Community Excellence, a strategic plan for diversity, equity, and inclusion for the University of Dayton. The result of a five-year, comprehensive study of the social climate and diversity-related efforts at the university, the plan is centered around four overarching strategic goals:

- Create and sustain an equitable and inclusive campus climate.
- Achieve and sustain greater diversity, equity and inclusion throughout the University community.
- Create a robust curricular and co-curricular architecture to advance diversity, equity and inclusion.
- Develop, implement, assess and report on unit-based strategic plans to advance inclusive excellence.

The primary objective of this strategic plan is to make a significant contribution to the achievement of the University's Strategic Vision and the advancement of its mission. This plan is informed by a critical and honest examination of our past; a comprehensive assessment of our present situation; and a commitment to adapt to a changing world where our students will learn, lead and serve with excellence in pursuit of the common good. Our commitment to diversity, equity and inclusion is not an option; it is a mission-driven imperative.

The University of Dayton Climate Action, Resilience and Environmental Sustainability (CARES) Council was formed in October 2019. It is chaired by President Spina, co-chaired by the executive director of the Hanley Sustainability Institute, and includes representatives from academic affairs, finance, student development, the office for mission, university advancement, facilities, marketing, and communications, the Fitz Center for Leadership in Community and the student government association. The council works to implement the university's pledges to reduce greenhouse gas emissions and to collaborate with other Miami Valley organizations in planning for climate resilience.

The University of Dayton provides services for students of all gender and sexual identities including those who identify as LGBTQ+ (lesbian, gay, bi, trans\*, queer, questioning, or otherwise) to ensure that all feel welcomed, respected, safe, and valued as full members of the University of Dayton community.

The purpose of the President's Commission on the Status of Women is to illuminate and ultimately enhance the status of women at the University of Dayton by advising the president and other senior leaders on issues pertaining to gender equity, and on specific concerns of women-identified faculty, staff, and students at the university. The Commission serves as a conduit for information between the administration and the full university community by making recommendations on issues that have particular relevance for women, including, but not limited to, equity, access, retention, promotion and advancement, and safety and security.

**UD Men for Gender Equity / Women's Advisory Council**  
Launched in January 2019, UD Men for Gender Equity is an opportunity for men to increase their gender equity knowledge, skills, and strategies to affect positive personal and departmental change and enhance institutional inclusive excellence. We seek to build a network of men-identified allies among the faculty and staff who will commit to taking an active role in gender equity at UD. The Women's Advisory Council (WAC) is a critical part of the UD Men for Gender Equity Initiative. The WAC selects and oversees the Men's Equity Advocates, directs content for Men's Equity Allies sessions, and informs men of climate issues as it pertains to women. Accountability over Equity Advocates is a critical task of this Council, as is establishing a clear hierarchy with respect to this initiative. Equity Advocates are a group of men-identified faculty, staff and administrators interested in learning from women faculty and staff members in departments, colleges, and the university in order to create equitable treatment at UD.



# BUSINESS OPERATIONS

## Facilities

The University of Dayton engages in a wide range of activities affecting business operations that work to align our practices to the Guiding Principles. AASHE STARS reporting on business operations cover nine categories of operations:

- Air & Climate
- Buildings[ two recently completed construction and renovation projects are LEED certified: Hathcock Hall and 1401 South Main]
- Energy [\$1 million in energy cost savings since 2020 through energy efficiencies]
- Food & Dining [this is covered below]
- Grounds
- Purchasing [this area is covered below]
- Transportation
- Waste [63 tons of food waste composted in 2020; capturing back-of-house production]
- Water

The University of Dayton scored in the top 50% or top 25% of all peer institutions in eight of the nine categories. See the latest STARS [report](#).

## Procurement

Procurement and Payable Services oversees the [Supplier Diversity and Sustainability Program](#) and facilitates and tracks purchasing in alignment with our mission.

- “The University views its purchasing decisions as opportunities to choose environmentally and socially preferable products and services, to support vendors with strong commitments to sustainability, to support the local economy, and to pursue the common good.”

The University of Dayton was ranked in the top 10 for sustainable purchasing for the past three years, according to [AASHE](#).

## Dining Services

University of Dayton Dining Services is recognized as supporting the Guiding Principles, especially the categories of Labour and Environment. Dining Services has helped lead the university's Fair Trade efforts since 2016 and was instrumental in the University of Dayton being designated a Fair Trade University. In addition, through composting, recycling, waste reduction, and other efforts, six of fourteen total venues are Two or Three Star Certified Green Restaurants. Details found [here](#).

- Fall 2021 - Dining Services implemented a reusable container program to further reduce waste and encourage reusable containers over compostable or single use disposable containers.
- Spring semester 2022 - Facilities has purchased an in-vessel composter. They began taking dining services compostable waste in January 2022 with a goal to take 100% of dining's compostable waste.(currently compostable waste is taken to a composting facility in Springfield Ohio)

## Human Resources Policies

- The University is committed to the principles of diversity, equity, and inclusion and seeks to increase diversity, equity, and inclusion in our campus community. As an Affirmative Action and Equal Opportunity Employer, we will not discriminate against minorities, females, protected veterans, individuals with disabilities, or on the basis of sexual orientation or gender identity.
- **The Equity Compliance Office** affirms the University's commitment to promoting the goals of fairness and equity in all aspects of its operations. A primary assertion of both our religious and civil traditions is the inviolable dignity of each person.
- **Notice of Nondiscrimination:** The University adheres to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education. The University of Dayton does not discriminate on the basis of age, race, color, creed, religion, ancestry, national or ethnic origin, sex/gender, sexual orientation, gender identity, gender expression, disability, genetic information, military status, veteran status, familial status or any other protected category under applicable local, state or federal law, ordinance or regulation. This includes protections for those opposing discrimination or participating in any complaint process on campus or within the Equal Employment Opportunity Commission, Ohio Civil Rights Commission or other human rights agencies, in the planning and administration of its admissions policies, educational programs, scholarships, loans, and other financial aid, athletic and other school-administered programs, services, and activities, or in employment. Sexual harassment, which includes acts of sexual violence, is a type of sex discrimination.

## Climate Action

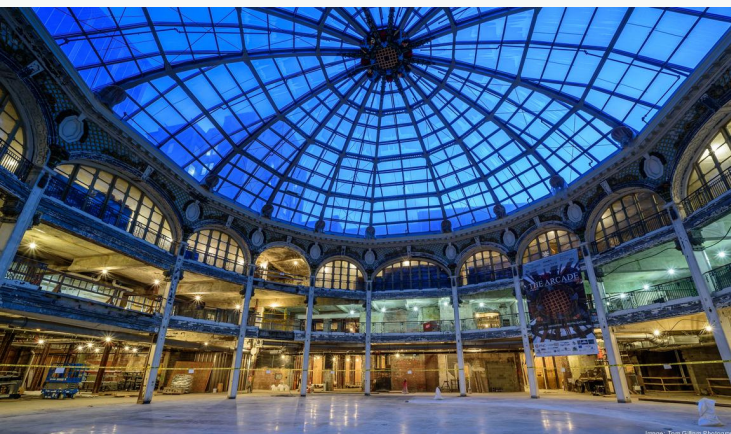
The University of Dayton supports the Guiding Principles related to environment as evidenced by its strong commitment to climate action and resilience planning. In October, 2019, President Eric Spina signed Second Nature's Resilience Commitment focused on climate adaptation and community-building to address a changing climate and resulting extremes. The University's first step toward affirming this commitment is to conduct a university wide resilience assessment (currently in review) and to form a council that will oversee development and implementation of climate action and resilience planning — the UD Climate Action, Resilience, and Environmental Sustainability (CARES) Council. Details are available [here](#).



## MAJOR CAMPUS-COMMUNITY PARTNERSHIPS

**On Main** is a collaboration of the Premier Health medical network and the University of Dayton. In April 2017, the partnership purchased the 38-acre former Montgomery County Fairgrounds site for redevelopment. Neighbors and other stakeholders were invited to participate through workshops, focus groups, stakeholder interviews to inform the direction of the project. This vibrant, pedestrian-friendly mixed-use development will be a place where faculty and staff, doctors and researchers, neighborhood residents and community leaders can work, live and play. As a long-term development project, On Main is projected to take 10-15 years to complete.

The **Dayton Arcade** established in 1904 serves as the cornerstone of the revitalization of Downtown Dayton. The University helped mobilize investment in the historic building and energy around collaboration. In April 2019, the University and the Entrepreneurs Center signed a joint venture agreement and a 10-year lease to become the anchor tenants. In order to bring other community, higher education, research, and corporate partners into the 95,000-square-foot of the Arcade, the University and The Entrepreneurs Center launched the **Innovation Hub** in 2020. The Hub is the largest university-anchored innovation hub in the country, with a mission to be a transformative environment that brings together a diverse community to foster creativity, growth, and entrepreneurship.



## ENGAGEMENT WITH THE UN 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Beginning in October 2015 when the university convened the Social Practice of Human Rights conference focused on the newly adopted 2030 Agenda for Sustainable Development, the University of Dayton has been working to promote the 17 **Sustainable Development Goals (SDG)**.

- Since then, numerous workshops, presentations, and classes have been dedicated to the examination and achievement of the 2030 Agenda. For example, since 2019, each **Stander Symposium** has been aligned with the SDGs. The symposium is an annual event that provides an opportunity for students from all disciplines to showcase their intellectual and artistic accomplishments.



# CONCLUSION

Guided by our Catholic, Marianist identity, we embrace our mission to work for the benefit of society and are proud of our reputation as a university for the common good. That responsibility sets our direction; shapes our academic programs from engineering and business through the liberal arts and sciences, law, and education; inspires our research; motivates our partnerships; and forms our graduates.

Our commitment to the common good demands engagement with and promotion of the Global Compact's ten Guiding Principles and the Declaration on University Global Engagement, which requires action to promote the Sustainable Development Goals (SDGs) of Agenda 2030.

The SDGs are a global, universal and comprehensive agenda for sustainable development which tackle economic, social and environmental challenges facing all countries and societies. The aim is to enable solutions to these challenges that ensure the eradication of poverty, and promote equity, justice and peace and prosperity for current and future generations within planetary boundaries. The goals provide a set of detailed targets and progress indicators that can help us achieve meaningful action in support of the Guiding Principles and respond to our vision for UD to be the University for the Common Good.





University of Dayton  
Human Rights  
Center