



George Washington University

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

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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.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	No	No
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	Yes	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

The university's boundary is defined as the space that hosts activities that are directly managed by the university and directly contribute to GW's business. While GW has a vested interest in the GW University Hospital, the hospital is managed and owned by a separate entity.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The university's boundary is defined as the space that hosts activities that are directly managed by the university and directly contribute to GW's business. The inventory includes the university's three primary campuses (Foggy Bottom, Mount Vernon and Virginia Science and Technology), as well as emissions from facilities owned or leased by the university that house activities and/or personnel that directly contribute to and/or support GW's academic mission. The inventory does not include facilities that GW owns and leases to other entities.

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,576,508,282 US/Canadian \$

Total campus area:

200 Acres

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

8,050,200 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

304,619 Square Feet

Floor area of healthcare space:

61,600 Square Feet

Floor area of other energy intensive space:

74,699 Square Feet

Floor area of residential space:

2,572,078 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0.10
Coal	43.83
Geothermal	0
Hydro	1.13
Natural gas	16.67
Nuclear	34.47
Solar photovoltaic	0.05
Wind	1.70
Other (please specify and explain below)	2.05

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

Other sources in GW's purchased electricity supply mix through its retail electric suppliers include the following:

- Captured Methane - Coal Mine Gas
- Captured Methane - Landfill Gas
- Fuel Cell - Non-Renewable
- Gas - Other
- Inter-Utility Net Energy Purchases
- Oil - Distillate Fuel Oil
- Oil - Jet Fuel
- Oil - Kerosene
- Oil - Petroleum Coke
- Oil - Residual Fuel Oil
- Solid Waste - Municipal Solid Waste
- Wood - Black Liquor
- Wood - Wood/Wood Waste Solids

In addition, the university has several signs that are lighted at night using solar energy collected and stored during the day, that are not counted in the figures in this section. A photovoltaic panel array above a walkway, known as the Solar Walk, is now in use between two buildings at the Virginia Science and Technology Campus.

Energy used for heating buildings, by source::

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

Biomass	0
Coal	0
Electricity	13.40
Fuel oil	4.10
Geothermal	0
Natural gas	82.50
Other (please specify and explain below)	0

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

Academics and Demographics

Criteria

n/a

Submission Note:

- FTE enrollment methodology: # full-time students + 1/3 # part-time students (consistent with recommended formula per American College & University Presidents' Climate Commitment (ACUPCC))

- FTE employee methodology: # full-time employees + 1/2 # part-time employees

- Most current faculty & staff data available are from FY13.

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

Number of academic divisions:

10

Number of academic departments (or the equivalent):

73

Full-time equivalent enrollment:

21,409

Full-time equivalent of employees:

5,982.50

Full-time equivalent of distance education students:

1,766

Total number of undergraduate students:

10,433

Total number of graduate students:

14,607

Number of degree-seeking students:

25,040

Number of non-credit students:

573

Number of employees:

6,780

Number of residential students:

7,000

Number of residential employees:

27

Number of in-patient hospital beds:

0

Academics

Curriculum

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

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,821	2,129
Number of sustainability courses offered	76	142
Number of courses offered that include sustainability	93	88

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

33

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

52

Number of years covered by the data:

One

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

[GW Courses 2.4.15.pdf](#)

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

The inventory is uploaded above.

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

<https://sustainability.gwu.edu/green-leaf-course-list>

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

This inventory was developed using three processes. First, GW has a formal designation for sustainability courses that are pre-approved for credit toward the Minor in Sustainability. These courses receive a "Green Leaf" designation by the Sustainability Academic Program Director, and the Green Leaf is displayed in the course catalog. The Green Leaf designation was originally intended for undergraduates. But by popular demand, we have begun to identify sustainability graduate courses with a Green Leaf. To obtain a "Green Leaf" designation, the course must address issues around social, economic, and/or environmental sustainability and include at least three of the

following criteria:

- 1.Content related to sustainable development: creating healthy and thriving resource systems for all
- 2.Content related to environmental issues
- 3.Content related to social issues that can be applied to sustainable development such as human welfare, social equity issues or social / organizational / behavioral change
- 4.Content related to economic issues that can be applied to sustainable development
- 5.Discourse focused on the interconnection of world resources and the human condition from a long-term perspective
- 6.Content related to policy and communications issues that can be applied to sustainable development

The Director of the Sustainability Academic Program and the Executive Director of Sustainability, with review and input by faculty members of the GW faculty Committee on Sustainability, added courses to this inventory that are not currently Green Leaf courses. To be listed as a "Green Leaf" course, a faculty member must opt in. In some cases, we have strong sustainability courses but for whatever reason, the professor has chosen not to have it designated. We included these in this inventory. Finally, we contacted faculty engaged in sustainability research and asked about the courses they were teaching and whether there was sustainability content. In many cases, the answer was yes. We added these courses to the inventory.

We only counted courses offered on our main campuses and, for the purposes of this inventory and because there are no real electives, eliminated the nursing and medical schools from this inventory.

GW defines departments by those subdivisions with a department Chairperson. The number 52 represents all GW departments excluding the school of medicine (we would also exclude nursing, however the school of nursing does not have departments).

The entire GW course directory, with course descriptions, is found at:

<http://bulletin.gwu.edu/courses/>

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

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

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

	Yes or No
Internships	No
Practicums	No
Independent study	No

Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	No

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

Yes

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

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

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

Submission Note:

We are certain that our calculation is an under-count. Undertaking this calculation is a time consuming and complex task at a university as large and decentralized as GW. To arrive at the 907, we considered only those sustainability courses required for the degree. We have not tried to estimate how many GW students take an elective that has sustainability content.

We have not updated our calculation from our May 2014 STARs submission because of the difficulty this calculation entails.

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

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

907

Total number of graduates from degree programs:

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

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

A. Undergraduate-level degree programs

Sustainability-FOCUSED

1. B.A. Environmental Studies
2. Undergraduate Minor, Sustainability
3. B.A. Geography

Sustainability-RELATED

1. B.A. in Economics
2. B.A. in Geology
3. B.S. in Chemistry
4. B.F.A. in Interior Design
5. B.S. in Civil and Environmental Engineering with concentrations in environmental engineering, transportation engineering and sustainability
6. B.A. in Anthropology
7. B.S. in Biology
8. B.A. in Philosophy

B. Graduate-level degree programs

Sustainability-FOCUSED

1. M.A. in International Development Studies
2. M.A. Environmental Resource Policy
3. MPH - Environmental Health Science and Policy
4. MPH - Health Policy
5. MPH - Global Environmental Health
6. MPH - Environmental and Occupational Health
7. MPH - Public Nutrition
8. DrPH of Environmental and Occupational Health
9. L.L.M. in Environmental Law
10. L.L.M in Energy and Environmental Law
11. L.L.M in International Environmental Law
12. M.S. in Civil Engineering with Environmental Engineering focus
13. M.S. in Civil Engineering with Water Resources Engineering focus
14. M.S. in Engineering Management
15. Degree of Applied Scientist
16. Degree of Engineer
17. Ph.D. in Engineering Management
18. Ph.D. in Civil Engineering with Environmental Engineering focus
19. Ph.D. in in Civil Engineering with Water Resources Engineering focus
20. Graduate Certificate in Sustainable Landscapes
21. Graduate Certificate in Climate Change Management and Policy

22. Graduate Certificate in Urban Sustainability
23. M.P.S. in Sustainable Urban Planning

Sustainability-RELATED

1. M.S. in Chemistry
2. M.S. in Economics
3. M.A. in Geography
4. M.A. in Hominid Paleobiology
5. M.A. in International Development Studies
6. M.F.A. in Interior Design
7. Ph.D. in Economics
8. Ph.D. in Geography
9. Ph.D. in Hominid Paleobiology
10. Ph.D. in Chemistry
11. Ph.D. in Systematics and Evolution
12. Certificate Program in Responsible Management
13. M.T.A with a concentration in Sustainable Tourism Destination Management
14. M.B.A. with a concentration in Environmental Policy and Management
15. M.B.A. with a concentration in Sustainability and Corporate Responsibility
16. Ph.D. in Business Administration - Strategic Management and Public Policy
17. Ph.D. in Business Administration - Tourism and Hospitality Management
18. Graduate Certificate in Energy Engineering and Management
19. Graduate Certificate in Environmental Engineering
20. Graduate Certificate in Geo-environmental Engineering
21. Graduate Certificate in Emergency Management and Public Health
22. Dr.S. in Engineering Management with a concentration in Environmental and Energy Management

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

Listed below is a sample of the learning outcomes associated with GW's undergraduate sustainability minor degree.

All graduating students completing the requirements for a minor in sustainability will be able to:

- 1) Apply the concepts of sustainability to issues of human welfare and social equity, the environment, and the economy;
- 2) Adapt and apply knowledge, theories, and methods learned to analyze sustainability issues and/or practices;
- 3) Connect and extend basic sustainability concept(s) to a critical problem facing society, using student's involvement in the issue as the basis for analyzing the challenges and developing and solutions to the problem."

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

<https://sustainability.gwu.edu/academic-programs>

Undergraduate Program

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Arts in Environmental Studies

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

Part of GW's Department of Geography in the Columbian College of Arts and Sciences, the environmental studies program offers coursework related to sustainability with an emphasis on the science of the environment. It includes a variety of offerings in the social sciences, physical and life sciences, and the humanities. The program serves as preparation for analyzing broad-based environmental and development policy, both domestically and internationally.

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

<http://geography.columbian.gwu.edu/environmental-studies-major>

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

B.S. in Public Health

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

GW is among a select number of schools in the country that offers undergraduate programs for students seeking to enter the field of public health. The BS in Public Health at the Milken Institute School of Public Health allow students to develop a broad understanding of global health issues while gaining the practical experience needed to launch their careers. This program strives to prepare students for progressive independence, maturity, knowledge of the world, understanding of diverse inhabitants, and respect for their differing points of view. Graduates of the program develop skills to recognize the historical and societal associations of current trends in public health and health care delivery as well as in the causes and consequences of health inequity.

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

<https://publichealth.gwu.edu/programs/public-health-bs>

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

B.A. in Geography

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

One of the social and behavioral sciences disciplines in the Columbian College of Arts and Sciences, GW's geography program investigates how people in different places interact with the environment and how the environment influences their lives. Geography majors understand society and environmental dynamics, the significance of scale, the uneven distribution of resources and levels of development and the uses of geospatial techniques, including GIS and remote sensing. Faculty members are committed to excellence in teaching, scholarship and the application of geographic analysis through research opportunities, field courses and internships.

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

<http://geography.columbian.gwu.edu/geography-major>

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

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

Yes

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

Undergraduate Minor in Sustainability

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

The Undergraduate Minor in Sustainability allows students to explore the challenges of sustainability and to think about how to develop solutions to pressing issues at the local, regional, and global scale. It introduces students to the concepts, principles, and issues that inform the sustainability paradigm and also integrates classroom and community-based learning and research in a program that prepares students to apply the sustainability perspective to their future endeavors.

This unique pan-university Sustainability Minor includes several innovative features such as a groundbreaking team-taught introductory course (SUST 1001 Introduction to Sustainability), with faculty from several schools participating, and an experiential learning component that will serve as a culminating experience for junior or senior students.

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

<http://sustainability.gwu.edu/sustainability-minor>

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

B.S. Civil Engineering - Environmental Engineering Concentration

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

Civil and environmental engineering encompass the branches of engineering most closely related to the control and improvement of human environment and conditions of life. Civil and environmental engineering students usually enter careers related to construction of society's infrastructure, and to maintenance and cleanup of the natural environment.

The first two years of the civil and environmental engineering curriculum establish a foundation in computers, mathematics, physics, chemistry, and the humanities and social sciences. The third and fourth years narrow the focus to the professional education. In these years, studies include basic structural engineering, materials engineering, water resources, and environmental engineering.

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

<http://www.cee.seas.gwu.edu/programs-degrees>

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

B.A. International Affairs - International Environmental Studies Concentration

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

This concentration in the Elliott School of International Affairs offers a multidisciplinary exploration of international environmental challenges by examining such issues as sustainable development in relation to the environment, climate change, energy and natural resources, and environmental security. Graduates of this concentration have the ability to analyze and understand international environmental challenges and their underlying causes, and the ways in which states, non-state actors, and the international community seek to address these challenges.

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

<http://elliott.gwu.edu/international-affairs-major/environment>

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

Graduate Program

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Masters of Professional Studies (MPS) in Sustainable Urban Planning (College of Professional Studies)

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

The mission of the MPS in Sustainable Urban Planning is to develop thoughtful, creative and dynamic planning professionals who are able to synthesize multiple and diverse views into comprehensive, sustainable plans that lead neighborhoods and regional, national and global communities to a healthy environment and way of life. It is designed for professionals in:

- urban planning and policy at the city, county, and state levels
- environmental policy and advocacy
- parks and planning
- land use and public/private partnerships
- commercial development and contracting
- "green" industries.

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

[STARS Reporting Tool](#) | [AASHE](#)

<http://cps.gwu.edu/sustainable-urban-planning>

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

M.A. in International Development Studies (Elliott School of International Affairs)

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

The IDS program prepares students for professional careers in the field of international development through interdisciplinary coursework that includes the study of economics, research methods, policy analysis, and management. Students focus their studies by creating their own area of specialization in coordination with their faculty mentor.

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

<http://elliott.gwu.edu/international-development-studies>

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

M.A. in Environmental Resource Policy (Columbian College of Arts and Sciences)

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

The M.A. in Environmental Resource Policy (ENRP) Program offers a multidisciplinary approach to environmental and sustainability studies. This Master of Arts program prepares students to enter environmental policy careers in government, non-profit organizations, the private sector and environmental advocacy groups.

While anchored in environmental science, ENRP prepares students for varied career positions by encompassing study in topics relating to environmental law, public policy, research methods and statistics, ecology, biology, and geography. The multidisciplinary approach enables students to:

- develop a deep understanding of complex environmental policy issues;
- identify connections between specific environmental policy issues and the relevant natural science(s);
- build environmental policy on a foundation of science-based evidence, an appreciation of economic incentives, and a clear-eyed understanding of environmental law and politics; and
- learn to frame environmental policy challenges in ways that render them more amenable to solution

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

<http://enrp.columbian.gwu.edu/>

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

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

Yes

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

Certificate in Sustainable Landscapes (College of Professional Studies)

[STARS Reporting Tool](#) | [AASHE](#)

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

The mission of the Graduate Certificate in Sustainable Landscapes is to provide an innovative and relevant curriculum that reflects changing social attitudes towards the conservation and sustainability of our living environments. Landscape Designers will be called upon to provide design and implementation services that apply new strategies of plant and water conservation and energy efficiency. The Sustainable Landscapes program strives to provide advanced landscape design students and experienced landscape design professionals with a fundamental understanding of best practices in landscape conservation and sustainability, adapted to the small-scale landscape, at the neighborhood level.

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

<http://cps.gwu.edu/sustainable-landscapes>

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

Certificate in Climate Change Management (College of Professional Studies)

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

The six-course, 18 credit Graduate Certificate in Climate Change Management and Policy offers instruction in technological approaches to solving key planning issues. It focuses on the technical side of sustainability; the building requirements, design demands, and energy technologies needed to create a sustainable urban area. The Certificate is designed to provide returning students or mid-career professionals with valuable technological skills and entry-level students with an area of specialization in technology for sustainability.

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

<http://cps.gwu.edu/sustainable-urban-planning/graduate-certificate-climate-change-management-policy>

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

Graduate Certificate in Energy Engineering and Management (School of Engineering and Applied Science)

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

The graduate certificate in energy engineering and management offers instruction in alternative energy generation and energy resources management. The program can assist professionals to open up new opportunities as energy auditors, energy analysts, energy project managers, and related positions. Course explore the latest information in energy efficient building design, microgrid renewable energy development, and advanced materials. While studying these topics, students research economics of energy, the art of managing energy projects, and analytical methods of analyzing the viability and feasibility of energy projects.

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

<http://graduate.seas.gwu.edu/node/425#overlay-context=programs/mechanical-and-aerospace-engineering/admissions-requirements>

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and

certificates:

Immersive Experience

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

There is a strong emphasis across GW's various degree programs on immersive experiences, because of the location and culture of GW: semester-long experiential learning that includes service learning, service, and internships with community partners in D.C. and around the world are the norm. Often, as with the minor in sustainability, the course listing is identified as "Culminating Experience" or "Capstone Seminar." Following are some examples that demonstrate the breadth of activity on campus.

As of Fall 2012, all undergraduate sustainability minors are required to complete an experiential learning component for the minor. This three-credit academic requirement challenges students to take sustainability from the classroom to the community through community service, internships or directed research. During the semester that the student is fulfilling this requirement the students must complete several reflection essays that allow them to think critically about the real-world connections with their community partners working toward sustainability. Another requirement of this immersive experience is to complete a social media project by creating a blog, post or video. This semester-long, immersive experience enhances the skills and knowledge of GW's sustainability minors and acts as a "capstone" experience. Follow this link to view sustainability minors' testimonial about their culminating experiences:

<http://www.planetforward.org/media/webisodes/sustainability-a-minor-with-major-impact>

. The URL of the Sustainability minor:

<http://sustainability.gwu.edu/sustainability-minor>

Graduate School of Education and Human Development (GSEHD)

Community-Engaged Teaching (CET) at GW's Graduate School of Education and Human Development is an innovative teacher education preparation that links academically rigorous, university-based teacher education programming with community and school-based fieldwork. As part of this training, students in GSEHD participate in a service-learning project with Groundwork Anacostia River DC, an organization that fosters environmental restoration and sustainability in Washington, DC. Students are required to translate their service-learning experience into curriculum for use in the content areas in which they teach; develop skills as community video storytellers and create short films that represent their vision of community-engaged teaching; investigate theories of social justice education that help them bridge the classroom to the broader community; and work with master teachers in a variety of secondary school settings as they experience the diverse landscape of schooling in Washington, DC.

School of Engineering and Applied Sciences

The GW Chapter of Engineers Without Borders (EWB) currently consists of student members from the School of Engineering and Applied Science, but membership is open to all disciplines. The current project involves the sustainable design and implementation of compost latrines in the village of La Peña, El Salvador, as well as training of local villagers. The students have conducted a number of implementation trips to El Salvador. The next project is the evaluation of safe water sources for the village.

School of Law

The Law School's Environment and Energy Policy Practicum offers students the opportunity to work directly with client organizations on semester-long policy research projects. These projects frequently have a sustainability focus with organizations such as the World Wildlife Fund, the World Resources Institute, the American Council on Renewable Energy, and the Solar Electric Industry Association of Virginia.

College of Professional Studies

The Graduate Certificate in Sustainable Landscapes features weekend residencies that alternate with online work. Students meet face-to-face for full weekends, several times per semester and spend that time in field and studio work. Fieldwork includes soils labs and guided exercises in area botanical gardens, native plant preserves and specialized nurseries. Field trips have taken classes as far as New York City to examine the social, environmental and economic impacts of projects like the High Line, and to the Delaware Valley. Studio sessions include design mentorship and pin-up critiques that guide students in introducing affordable, effective and sustainable methods of stormwater mitigation, biodiversity, and ecosystem services in their design work.

The Sustainable Urban Planning Program spring studio focuses on evaluating sustainable development practices in the metropolitan region of Seoul, Republic of Korea. The studio is conducted in partnership with the Korean Research Institute on Human Settlements (KRIHS) and finishes with a trip to Seoul, departing Washington, DC in late May and returning in early June. Korea is a worldwide leader in sustainable development practice, and Seoul is an ideal setting for a studio focused on the subject. The final product of the studio is a detailed set of presentations summarizing the research findings of GW that will be delivered to KRIHS at a workshop on the final afternoon in Seoul. Students receive feedback from KRIHS staff and other experts and KRIHS will publish the GW report as part of its Special Report or Planning and Policy series.

School of Medicine and Health Sciences

In 2004, the GW School of Medicine and Health Science, in conjunction with the nonprofit organization Project Medishare, established a partnership in an effort to improve health services and education to the community of Thomonde in the Central Plateau of Haiti. Students

and faculty studying medicine, nursing, and public health embarked on nearly 15 week-long medical missions to Haiti. Students and faculty participants care for as many as 1,000 patients for a variety of health issues including malnutrition, respiratory diseases, and arthritis. These medical missions contextualize how poverty and inequity influence health and the challenges of disaster recovery.

Alternative Breaks Program

Over the past decade, students have created, led, and participated in service opportunities through the GW Alternative Breaks program offered by the Center for Civic Engagement and Public Service. GW Alternative Breaks' mission is to empower students, staff and faculty to understand their role in local and global communities through service-learning trips across many issue areas. It is a student-focused, student-planned, and student-led immersive experience that takes place over winter and spring breaks. The goal is to foster personal reflection, social awareness and active citizenship among the GW community. All of the trips for GW Alternative Breaks consider social inequity and many trips have focused on specifically issues of environmental sustainability. In 2014, nearly 350 students participated in seven alternative winter and eleven spring break programs. Destinations include Costa Rica, Florida, Guatemala, Los Angeles, New Orleans, Nicaragua, Puerto Rico, Kentucky, Cherokee Nation, Chicago, DC, Detroit, Ecuador, Gullah Nation, New York City, and the Philippines. Following are four examples:

1. Sustainable Disaster Relief in Tacloban, Philippines

As the program's inaugural trip to Asia, students spent a week serving in the city of Tacloban on the island of Leyte. ASB Philippines works with the Global Peace Youth Corps to conduct sustainable rebuilding throughout the region hardest hit by the typhoon. While working to quickly rebuild homes and return a sense of safety to families in the community, students were dedicated to building in a sustainable way that better prepares the region for future storms and restores the area's natural beauty. Participants had the opportunity to immerse themselves in the exciting history and culture of the Philippines by interacting with members of the community, both learning and teaching sustainable methods of rebuilding, and explore the beaches and markets of Tacloban.

2. Sustainability and Community Health in Los Santos, Costa Rica

The winter program in Costa Rica explored the issues of sustainability and community empowerment through a variety of activities. From the installation of eco-stoves in houses and working with youth in the community to exploration in the rainforest, this experience provided insight into the multiple facets of community service. Partnering with Green Communities Costa Rica, 10 GW students had the opportunity to lay the foundation for a lasting relationship with the communities they serve and the unique culture they experienced.

3. Sustainable Housing and Rural Poverty in Harlan County, KY

Students served in Harlan County, Kentucky, with COAP, an organization that has been working in Appalachia since the 1970s to provide quality, sustainable housing. Participants built and repaired homes for low-income families. At the same time, they learned about economic and social issues in Appalachia including rural poverty, unemployment, and environmental degradation.

4. Urban Farming and Community Empowerment in Chicago, IL

On this new Alternative Break to Chicago, students worked with Iron Street Farm to help promote sustainable urban farming and foster community empowerment. Students learned the ins and outs of sustainability in an urban setting, helping expand farms and building upon the site's compost system, and exploring how Iron Street Farm employs at risk youth to develop community food systems and urban agriculture.

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

<https://sustainability.gwu.edu/culminating-experience>

Sustainability Literacy Assessment

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

100

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

0

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

[Sustainability Literacy Pre-Post Test.pdf](#)

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

A concept map tool is used, not a series of questions. GW is in the process of reviewing the 2014 Sustainability Literacy Test and discussing potential future applications.

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

The assessment tool was developed by the faculty of Sustainability 1001 along with Cheryl Beil, Associate Provost for Academic Planning and Assessment.

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

[STARS Reporting Tool | AASHE](#)

The percentage entered represents a sample of GW students. Beginning in Fall 2012, GW assesses the sustainability literacy of undergraduate students through the use of a pre-test and post-test concept map. All Sustainability 1001 students are surveyed at the start of the semester, then again at the end of the term, to assess how well they have mastered important terms, concepts, and processes in sustainability. The class is taught each semester, so data has been gathered on sustainability literacy for hundreds of GW undergraduates.

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

Improvements in knowledge are clearly seen in the post-test, particularly in improved understanding of the interdisciplinary nature and complexity of sustainability problems and solutions. However, using a concept mapping tool is complicated and makes quantitative assessments difficult. One way we use this assessment is to provide qualitative feedback to the sustainability faculty to help them better understand instructional needs.

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

Incentives for Developing Courses

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

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

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

Yes

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

The GW Sustainability Collaborative offers five to six Curriculum Support Grants each year for developing or revising courses to meet the the GW "GreenLeaf" course designation. These grants are available to fund faculty efforts to revise courses or design new courses.

During Summer 2014, GW analyzed the degree to which sustainability permeated courses among STARS Gold and Silver schools. GW reached out to colleagues at the top 10 performing schools to gain insights on strategies to further sustainability course adoption. As a result, we have taken on additional efforts to enlarge our course offerings.

The Sustainability Collaborative participated in GW's annual Teaching Day during the fall semester. Drawing from a variety of resources on sustainability education, we organized informational material for faculty on how sustainability could be integrated into any course: science, engineering, social science and humanities. We led a workshop on how to integrate sustainability into the curriculum and how to designate a course. We also staffed a booth that provided teaching resources on sustainability to the hundreds of GW faculty that attended the event.

In the spring of 2015, the Sustainability Collaborative will organize a workshop for faculty on how to integrate sustainability into their courses. Faculty will be selected by their Dean to participate in the workshop, and offered a small stipend to attend and develop a sustainability-focused or sustainability-related "Green Leaf" course. Our objective in this workshop is to identify departments that do not yet offer a "Green Leaf" course, and encourage 1-2 faculty in those departments to include sustainability in course redevelopment.

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

Individual faculty receive funding and additional funds are available for faculty teams. Funds are available for individual faculty members designing or revising their syllabi; hosting workshops for teams of faculty teaching sections of a course where they can collaborate on assignments and assessment; consulting with experts in the discipline who have designed innovative assignments and assessment techniques for introductory courses; and other activities. Faculty who attend the new faculty workshop and successfully adopt sustainability learning outcomes have a choice of receiving a small stipend or receiving graduate student assistance with their course development.

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

Campus as a Living Laboratory

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

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

Submission Note:

Living laboratories merge academics and campus facilities management to provide students with real-world skills, and for GW, an opportunity to meet its sustainability goals with enhanced student and faculty engagement. The Sustainability Collaborative sees tremendous potential in the campus living lab concept, since it breaks through the current curricular and operational paradigms to add a new model for both education and sustainability action. In theory, a living lab is a given place where problem-based teaching, research

and applied work combine to develop actionable solutions that make that place more sustainable. Living Labs have the potential to engage students, staff and faculty in citizenship, leadership in sustainability, and to provide a service that benefits the GW campus. The Living Labs concept speaks powerfully to both sustainability and the GW Strategic Plan and allows us to further enhance our commitment to service and sustainability.

We are currently in the process of developing a training guide and workshop for faculty interested in designing a course/course module using the GW campus as a Living Lab.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

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

Public Engagement	---
Other	Yes

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

Professor Houston Miller has been working with researchers in his laboratory and students enrolled in the University Honors Program Science Proseminar course to design, build, and deploy a greenhouse gas sensor network. The project’s goal is to engage the local population in climate science by collecting data from individual sensors on a database server where they will be visualized and deployed on the web. The core of each sensor is a modest cost, carbon dioxide sensor manufactured by SenseAir. A second sensor module measures pressure and temperature. (In our future development we will explore the use of these two parameters to improve the accuracy and precision of the NDIR sensor beyond the manufacturer’s specifications.) Both sensors communicate using serial links with a RaspberryPi microcontroller. The sensor boxes, including a waterproof enclosure, a battery, and material for construction of the interior mounting chassis, and wiring, can be assembled for about \$250 each.

This project will be partnered with two DC area start-ups and will have ties to a federal agency. MapBox is a rapidly growing software house located near Logan Circle that is garnering considerable press in their marketing of highly customizable, web-enabled, mapping solutions. MapBox is actively expanding into the education arena and GW has met with them to discuss their participation in visualization of GW's data products. Lahetra is a company started in late 2012 that will market spectral simulation software developed by Professor Miller, but with plans to expand into web-enabled sensor hardware. Many of the ideas for these sensor networks as implemented in the GAZGAGE project are derived from Lahetra UX ideas. The Laser Analytics Lab at GW has a partnership with NASA Goddard Space Flight Center for the development of laser-based sensors concentration measurements of carbon dioxide and methane. The group recently was funded through a \$980,000 grant from NASA for a project entitled “Characterizing Thawing Permafrost Carbon Emissions: An Integrated Pilot Study in Support of Satellite Evaluation/Design and Earth System Modeling Capabilities.” The team is combining satellite measurements, climate modeling, and ground-level measurements of greenhouse gas concentrations during seasonal permafrost melting seasons. The GW group is developing and deploying a sensor to perform open-path, laser absorption measurements of carbon dioxide and methane - the two most important anthropogenic greenhouse gasses - at University of Alaska field sites near Fairbanks. The proposed sensor product is consistent with the educational aims of that collaboration.

Through partnering with other GW stakeholders, the long-term goal of the project is to build 50-100 more units and place them on campus and in DC and metropolitan area elementary schools. In addition to the obvious educational impact of this scheme, a secondary advantage is that elementary schools are widely dispersed across the region that will enable a broad grid for the data visualization product.

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

The new Milken School of Public Health is a LEED Platinum building, which provides an excellent teaching tool in the Sustainable Energy classes, taught by Professor Peter LaPuma, in the Department of Environmental and Occupational Health. He and his students gain access to the roof to show the rain water collection system used for bathroom flush water and the heat recovery system for fresh air brought into the building. His students also learn about the many safety and backup systems in a green commercial building.

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

GW signed the Real Food Campus Commitment in April 2014. Since that time, GW has created an internship opportunity for Sustainability Minor students to serve as the Real Food Challenge (RFC) project lead. These individuals partner with other student food advocates, dining services management, and the Office of Sustainability to guide and monitor the university's efforts around the RFC mission. The RFC information gathered by the students has been used to facilitate discussions around the concept of sustainable foods as it pertains to curriculum addressing carbon footprints, food policy, health, and social equity.

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

Dr. Ram Fishman, Assistant Professor of Economics and International Affairs, teaches a course on the Economics of Sustainability. A significant portion of the course was turned into a "living lab" in order to study GW students' electricity use and recycling habits on campus. The course introduced students to the methods of social science "field research" so that they could apply this to the research project. A major part of a GW course on the economics of sustainability was turned into a living lab for the study of students' electricity use and recycling habits on campus. The class introduced students to the methods of social science "field research" and had them apply it to the issue at hand. Students collected regular data on energy use and recycling in the dorms, conducted detailed student surveys, implemented randomized control interventions and analyzed the data. Interventions attempted included an environmental awareness campaign, the provision of practical, personalized energy saving tips, and informing dorm residents of how they rank within the dorm in terms of electricity consumption. Professor Ram Fishman and his students found that most students tend to hold strong pro-environmental positions, but that this ideology does not translate into practical action. Students who had stronger environmental positions were using as much electricity, and were equally ignorant of how much they use or how much various appliances consume. Awareness campaigns had no discernible results on either electricity use or recycling, but informing students of their relative ranking was found to have a significant impact on electricity use. Students collected data on energy use and recycling in the dorms, conducted detailed student surveys, implemented randomized control interventions and analyzed the data. Interventions attempted included an environmental awareness campaign, the provision of practical, personalized energy-saving tips, and informing dorm residents of how they rank within the dorm in terms of electricity consumption.

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

Led by Program Director and Associate Dean Adele Ashkar, GW faculty members Lauren Wheeler, Barb Neal and Joan Honeyman are employing a working/teaching approach with graduate students in Sustainable Landscapes to produce a Sustainable Landscape Guidelines document for the Foggy Bottom campus. Students are currently conducting an in-depth site inventory and analysis of the campus landscape, including the physical condition of the campus as well as social and behavioral aspects of the use of campus outdoor space by students, faculty, staff and neighbors. The project will identify opportunities for introducing Low Impact Development features (LIDs) on the campus, such as on-site stormwater infiltration and bio-retention systems, pollinator gardens, green streets, edible gardens, and enhanced tree canopy.

In spring 2015, the design team will collaborate across multiple disciplines to build a regenerative design approach for the campus landscape. We define 'regenerative design' as one that provides ecosystem services and improves in performance as it grows and matures. Utilizing expertise in landscape architecture, engineering, ecology, horticulture, arboriculture, urban agriculture, rainwater harvesting, soils, as well as benchmarks from the LEED, SITES and LBC rating systems, our design team will create a living system landscape that insures function and beauty and plays a prominent part in GW's commitment to being a model of sustainability.

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

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

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

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

Assistant Professor of Geography Melissa Keeley teaches a “Field Methods in Geography” course, which has served as a required senior level class for Environmental Studies Majors. Over the past four years, students in this class have gathered longitudinal data, particularly as it relates to water quality, in Rock Creek Park, a U.S. National Park in D.C. adjacent to the Mt. Vernon campus of GW. This data is shared with Park staff. Each week, students practice “methods” in the Park: monitoring vegetation in the restoration area, examining water quality and stream geomorphology in the nearby Foundry Creek, and undertaking social science research to understand trends in Park use and user behavior. The class culminates in students presenting their own research topic using the Park. Environmental Studies Students have a hands-on practical experience that would otherwise not be easily available at an urban university such as GW.

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

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

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

Melissa Perry, Chair of the Department of Environmental and Occupational Health, in the Milken Institute School of Public Health, worked with an MPH student to study construction safety practices during construction of the new Public Health building. The study focused on learning more about fall risks over the course of building construction, in order to develop targeted fall-prevention programs. The student reviewed existing tools for auditing fall safety and elements of fall-safety standards from the Occupational Safety and Health Administration (OSHA). GW developed an assessment tool, the George Washington Audit of Fall Risks (GAFR), with input from safety experts, and refined it following a pilot. After the student attended an OSHA construction-safety course, she began conducting regular site observations to see how different potential hazards arise and how safety practices are used at the various stages of building construction, learning that seemingly minute details actually save lives. The student visited the building over 35 times to observe if OSHA

requirements were adhered to. Researchers are rarely able to have this kind of access to a worksite for a prolonged period of time, so it provided a unique opportunity to contribute to construction-safety research. Preliminary findings suggest that the study pinpointed jobs and situations that may pose the greatest risks to construction workers.

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

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

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

Environmental and Resource Management

Assistant Professor of Geography Melissa Keeley teaches an introductory class in the Environmental Studies Major “Geog 1003 Society and Environment,” in which students investigate Rock Creek Park, a U.S. National Park in D.C. that is adjacent to the GW’s Mt. Vernon campus. Students study issues such as how to manage invasive species, collect trash, and maintain trees planted (classes planted trees in 2010 and 2014). Prof. Keeley also teaches an upper division level course “Environmental Quality and Management” as a service learning class in which students engage intensively with the Park. Students examine environmental management issues first hand and often are guided by a National Park Service biologist. They then write a paper summarizing the science surrounding current best management practices for challenges that are selected by the Park Rangers. This is a new type of writing and analysis for students, and provides a valuable input for over-stretched Park staff. The students, in groups, also plan an environmental management project that will engage the GWU and wider community in Park management.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

1) The reported number of GW faculty engaged in research is for fiscal year 2014. Not all GW faculty engage in research. To determine the number of GW faculty engaged in research, we obtained the number of principal investigators with sponsored research from a database maintained by the Office of the Vice President for Research. We believe that there are more GW faculty engaged in research, but this was the only data source available to us.

2) We did not count adjunct faculty in the total number of faculty engaged in sustainability research. This is because of the magnitude of the search, our notion that the majority do not undertake research, and most importantly, because of the potential for these faculty to leave. Nevertheless, we have included a short list of adjunct faculty in the research inventory list because the Faculty Sustainability Committee felt that it was important to highlight their research and to facilitate connections between researchers.

3) We have not counted faculty who are helping lead sustainability discussions at GW, but for whom research is a de minimus activity. People like Dr. Jerome Paulson, Director of the Mid-Atlantic Center for Children's Health and the Environment, and a member of both the Medical School and Milken Institute faculties, offer a great deal to the GW community and their contributions are not captured by the construction of this question.

4) Unlike 1.2 STARS this 2.0 version provides a definition of sustainability research. In reviewing this definition, the pan-university GW Sustainability Faculty Committee noted that the 2.0 definition focuses on “economic prosperity” without an explicit reference to the critical dimension of social equity. This was seen as a shortcoming and our faculty advise that it be amended in future iterations.

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

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

170

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

495

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

46

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

52

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

[Sustainability Faculty & Adjunct Faculty 1.22.15.pdf](#)

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

A copy of the research inventory is included above.

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

The initial inventory was compiled by the Executive Director of the Sustainability Collaborative and the Academic Director of Sustainability, both of whom are faculty members. This list was shared with the university-wide Faculty Sustainability Committee, whose members come from various schools and departments, and the Committee provided additional content.

Once the initial list was done, it was vetted. First, Deans and the Faculty Sustainability Committee reviewed it. Second, emails went out to all individual faculty on the list, asking for their confirmation or amendments to the phrase or key words used in the inventory to capture their research effort.

The "final" list (final for the 2015 STARS submission - it is always evolving, as faculty come and go and research interests change) was shared with all faculty who appear on the list so to help facilitate their interdisciplinary research efforts.

GW defines departments as those divisions with a department chair. 52 is the number of GW departments excluding the medical school (and de facto excluding nursing, which does not have departments)

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

Sabrina McCormick is a sociologist and filmmaker and an Associate Professor in the Department of Environmental and Occupational Health. Dr. McCormick takes an in-depth, mechanistic approach to understanding how climate change gets under the skin. She works on extreme impacts of climate-related phenomena like heat waves, emergent vector-borne disease, and climate-related disasters. She was a Lead Author on a Special Assessment by the Nobel Prize-winning Intergovernmental Panel on Climate Change entitled “Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation.” Dr. McCormick’s award-winning documentary film work aims to transform science into stories that compel social action. She was a Producer on *The Years of Living Dangerously*, a nine-part Showtime series that earned the Emmy Award for Best Documentary in 2014.

Claire Monteleoni is an Assistant Professor of Computer Science in the School of Engineering and Applied Sciences. Despite the scientific consensus on climate change, drastic uncertainties remain. Crucial questions about changes in regional climate, trends of extreme events such as heat waves, heavy precipitation, and mega-storms, and understanding how climate varied in the distant past, must be answered in order to improve predictions, assess impacts and vulnerability, and aid mitigation and adaptation efforts. Professor Monteleoni’s research helped launch the interdisciplinary field of climate informatics, with the goal of accelerating discovery in climate science with machine learning. Ongoing work on her NSF-sponsored project, *Learning Relations between Extreme Weather Events and Planet-Wide Environmental Trends*, a collaboration between GW, GMU, and U. Minnesota, includes a recent approach to automatically detect climate patterns from data, which can be used to study extreme events.

Stuart Licht, a professor in the chemistry department, has taken on the challenge of developing a comprehensive solution to climate change. A new solar process has been introduced, the STEP process, which efficiently removes carbon from the atmosphere and generates the staples needed by society, ranging from fuels, to metals, bleach and construction materials, at high solar efficiency and without carbon dioxide generation. In the field of battery and fuel cell research new multiple electron (per molecule) storage processes are introduced and studied, leading to batteries with greater storage capacity than gasoline. On route to new pathways to utilize renewable energy, we explore fundamental chemical processes ranging from quantum mechanics to thermodynamics of water, new analytical and environmental methodologies, and hydrogen, halide, chalcogenide and transition metal chemistry.

Maria Cseh is an Associate Professor in Human and Organizational Learning in the Graduate School of Education Human Development. Her current research is focused on global mindset, cultural intelligence and competence and their leaning and development that will help leaders and change agents address the increasingly complex issues facing our world. She is also continuing her inquiries into learning across cultures, including indigenous and informal learning to find creative and innovative sustainable solutions for healthy organizations and societies.

Daniel Jacobs, Adjunct Professor of Political Science, is currently completing research on a forthcoming book on the BP Deepwater Horizon oil drilling rig explosion and the nearly four million barrels of oil that spilled into the Gulf of Mexico. His research reviews the lessons of the disaster from a management and sustainability standpoint, exposing the dangers that could cause another offshore oil disaster, and examining the business risks and the impact that corporations have on the environment and public health.

Ivy Ken is an Associate Professor of Sociology attentive to issues of inequality. Her most recent work focuses on the challenges involved in providing children with school meals. Dr. Ken has conducted fieldwork among food service management companies that supply schools, including tiny, two-person catering operations and massive, multinational corporations such as the Compass Group, Inc. She has focused on one of the major trade-offs these companies must negotiate as they attempt to meet the mandate to provide food sustainably: paying for skilled labor to prepare locally-available produce or paying a premium for chopped, prepared, packaged foods. Labor costs that cut into profit remain unappealing to the managers of both large and small food service companies, which ultimately restrict schools' opportunities to participate fully in programs like Farm To School that emphasize local, sustainable meals. Dr. Ken teaches a course on School Food Policy, and has published recently on the topic of corporate influence in school meals in *Social Currents and Contexts*.

Stephen C. Smith is Professor of Economics and International Affairs. He is author of Ending Global Poverty and co-author with Michael Todaro of Economic Development, among dozens of publications. He is also Nonresident Senior Fellow at the Brookings Institution, recently contributing “The Two Fragilities: Vulnerability to Conflict, Environmental Stress, and their Interactions as Challenges to Ending Poverty” for a forthcoming Brookings volume, The Last Mile in Ending Extreme Poverty. Smith’s current work is funded by USAID (via the BASIS research program), including a randomized controlled trial (RCT) study of providing drip irrigation for villages in Senegal; and a “reverse-RCT” study of sustainable impacts of an agricultural extension program for smallholder women farmers in Uganda that was phased out when budgetary support ended. You can read more about his work on development, climate resilience, and other topics at

<http://www.gwu.edu/~iiep/about/faculty/ssmith>

Amit Ronen is Director of the Solar Institute and a professor at the Trachtenberg School. In January 2014, in partnership with The Solar Foundation, he produced the 2014 Solar Jobs Census, the the only source of information about job creation in the solar sector. Over 75,000 solar businesses are asked to complete they survey and it is a highly read document found at:

www.solar.gwu.edu

Lance B. Price, professor of environmental and occupational health at The Milken Institute of Public Health and world-renowned expert on antibiotic resistance in livestock, spoke at a House of Representatives in the fall of 2014 to discuss the federal response to the massive outbreak of antibiotic-resistant Salmonella in chicken that sickened hundreds. Rep. Louise M. Slaughter and Rep. Rosa DeLauro held the hearing to call for action on curbing antibiotic over-use especially on factory farms. Dr. Price told lawmakers about the growing evidence that routine use of antibiotics in livestock can breed highly resistant strains of “superbugs.” - See more at:

<http://publichealth.gwu.edu/content/sphhs-professor-lance-price-urges-lawmakers-take-action-iss>

[ue-antibiotic-resistance#sthash.Yr9tN6fd.dpuf](http://publichealth.gwu.edu/content/sphhs-professor-lance-price-urges-lawmakers-take-action-iss-ue-antibiotic-resistance#sthash.Yr9tN6fd.dpuf)

The website URL where information about sustainability research is available:

<https://sustainability.gwu.edu/research-institutes-centers>

Support for Research

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

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

Yes

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

The GW Center for Undergraduate Research and Fellowships: This office seeks to enhance independent student research or student research with faculty. GW undergraduate students have a number of opportunities to apply for research funding, including the GW Undergraduate Research Award, the Luther Rice Undergraduate Fellowship, and the Sigelman Undergraduate Research Enhancement Award. The Center also offers advising and resources to students seeking to develop funding proposals and report on their work. Many projects funded through this office focus on sustainability. For example, one Luther Rice fellow developed the project "Sustainability of Indigenous Arctic Ice Cellar (Sig-uaq) Practices: A Case Study of the Inupiaq People of Barrow, Alaska" which examined the loss of permafrost due to climate change and the influence of this on food storage for the Inupiaq. Another Luther Rice fellow studying biology developed a project titled "Feeding Ecology of Shelter-Building Caterpillars" and examined their role in forest ecosystems.

<http://undergraduate.research.gwu.edu/>

Eco-equity Challenge: In 2014, the Office of Sustainability and the Center for Civic Engagement and Public Service established a new grant opportunity - the Eco-equity Challenge - to enable GW students to address environmental and social justice issues in order to fulfill the needs of communities in the Washington, D.C. region. The grant comes as part of the ongoing collaboration between GW and the Siemens Corporation, and is part of their joint commitment to environmental and social sustainability. The submission deadline is March, 2015 and at that time, we will know how many proposals are research-oriented. The Center for Civic Engagement and Public Service provides students multiple opportunities to engage in community-participatory research.

<http://serve.gwu.edu/eco-equity-challenge>

Culminating Experience for the Minor: As part of the sustainability minor, students participate in a “culminating experience” and are encouraged to engage in sustainability research under the mentorship of a GW faculty member. We encourage this with a dedicated class: Sustainability 3096 “Directed Research in Sustainability.” Two recent examples of student research: study of caterpillar adaptation to changes in leaf cover due to variations in climate change; study of the economic evaluation of ecosystem services. In the spring of 2015, the Executive Director of Sustainability will lead a directed research class on evaluating soil sequestration from organic crop production. A nice video highlighting research in a Culminating Experience is found on this page:

<http://sustainability.gwu.edu/sustainability-minor>

Car 2Go Sustainability Grants: Beginning in Fall 2015, the Academic Program in Sustainability will award two \$1,000 scholarships to sustainability minors engaged in research or community service. This scholarship comes from a donation by Car-2-go.

PAF Program: The GW Presidential Administrative Fellowship (PAF) is available to help support sustainability research within the GW Sustainability Collaborative. The Executive Director for Sustainability has sponsored a PAF starting 2014. The program requires a two-year commitment, during which each fellow receives tuition and fees toward the completion of a master’s degree, a housing allowance, and departmental compensation. The PAF assists the Executive Director in benchmarking and research, as well as coordinating student opportunities for sustainability research and service among students.

<http://president.gwu.edu/presidential-administrative-fellowship>

Research Day: Each spring, the Office of the Vice President for Research sponsors a two-day "Research Day". Faculty and graduate students in the School of Public Health are featured on the second day. On the second day, undergraduates and graduates from the other GW schools present their research in a day-long illustrated poster session. Winners are chosen from each school at both undergraduate and graduate levels. Many students who participate are engaged in sustainability research. In 2014, for example, 6 sustainability minors presented posters. Sustainability minor Jesse Schaeffer won the research prize for the Elliot School of International Affairs for his research on food sustainability among Syrian refugee populations in Jordan.

<http://undergraduate.research.gwu.edu/undergraduate-researchers-present-gw-research-day-1>

The Commitment Maker Challenge: GW students are invited to compete for funding to support their Clinton Global Initiative University Commitments to Action. Awards are available to supplement travel to the annual Clinton Global Initiative University gathering in Miami, Florida, on March 6-8, 2015, and also to directly fund their CGI U Commitments to Action, which are new, specific, and measurable

social entrepreneurial projects. The theme of the 2014-15 challenge is "the courage to be second," a theme emphasized at the 2014 CGI U gathering. To illustrate, this student team took a tested, known solution to provide natural lighting to homes and worked with a community to give more families access to light. In this vein, GWupstart has teamed up with D-Prize to offer a \$5,000 award to a student team to pilot a plan to distribute a known solution to a poverty issue in a specific developing world community. The Challenge's theme is meant to spark GW students' imaginations, and students are equally encouraged to submit ideas outside this theme, for example, by proposing a DC- or US-focused project.

Planet Forward Explorer Fellows: As part of the School of Media and Public Affairs, Planet Forward supports small groups of students to travel to other countries to find and tell stories about sustainability. Guatemala is a country with a nutritional crisis among infants during their first 1,000 days of life. Planet Forward sent a group of student explorers to see how communication technology and community partnerships are being used to get critical nutrition info out to a multi-ethnic, multi-language society. See more at:

<http://www.planetforward.org/content/explorers-in-guatemala#sthash.N2rygSiS.dpuf>

. Also, Planet Forward Explorer Fellows traveled through Kenya and Tanzania looking for important stories and interesting people working in the food and agriculture space to get a firsthand view of what it's going to take to feed the planet. See more at:

<http://www.planetforward.org/content/explorers-in-africa#sthash.5gHR43Dv.dpuf>

Knapp Fellowship for Entrepreneurial Service-Learning: This annual award recognizes one or more innovative proposals each year and distributes \$10,000 to winning proposals from undergraduate and graduate students. Applicants must demonstrate knowledge and innovative thinking about the issue or problem to be addressed. Once chosen, fellows work throughout the project with a faculty advisor who guides research on the issue, implementation of the proposal, ongoing reports and assessments, and a final work of scholarship.

<http://serve.gwu.edu/knapp-fellowship-entrepreneurial-service-learning>

The GW Business Plan Competition: This annual competition distributes \$130,000 and is considered to be one of the top 10 business plan competitions in the U.S. The competition provides GW students, faculty, and alumni with a real world educational experience in developing, testing, and launching their own startups. . The competition fosters entrepreneurship at GW through workshops, mentoring, non-dilutive cash grants, in-kind prizes, networking opportunities, publicity, and concept validation. Beginning in 2014, two prizes are reserved for social entrepreneurship, one for the best for-profit idea and one for the best non-profit idea.

<http://bizplan.gwu.edu/>

Here is a great video on a winner of the social entrepreneurship award in 2014:

<https://gwupstart.wordpress.com/opportunities/commitment-maker-challenge/grid/>

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

<https://sustainability.gwu.edu/culminating-experience>

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this STARS Reporting Tool | AASHE

credit?:

Yes

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

GW holds bi-weekly sustainability integration meetings, which include the participation of other centers and institutes on campus, including the Office of Sustainability, the Sustainability Collaborative, the GW Solar Institute, Food Institute, Planet Forward, and the Center for Civic Engagement and Public Service, among others. This meeting is an opportunity to convene on current and future ways to collaborate with regards to research and other activities.

The Sustainability Faculty Committee was established in 2010 and meets quarterly. It is the academic and research advisory committee, made up of faculty who engage in teaching and/or research related to sustainability. The committee designed the Sustainability Minor and provides input on developing ways to expand sustainability research at GW.

GW Faculty in Sustainability find support for external grants through the Office of the Vice President for Research. Working collaboratively with principal investigators and their department staff, the Sponsored Projects Administration team ensures successful submission of proposals and compliance throughout the life of the project. The Office of Sponsored Projects Administration (SPA) serves as a central resource to support the research community at GW by providing guidance and stewardship for researchers and administrators. SPA is responsible for the effective and timely handling of research proposals, as well as the preparation, interpretation, negotiation, and execution of agreements on behalf of GW for projects funded by federal and state agencies, foundations, and other public and private sources. They also draft, negotiate, and execute awards and subawards for collaborative research.

In addition to the Sponsored Projects Administration's on-going efforts, the OVPR has selected several collaborative research areas as institutional initiatives. The university is developing a more robust research portfolio in these areas: autism, computational biology, cybersecurity, the global status of women, sustainability and urban food studies

The George Washington Institute of Public Policy twice annually awards the Shapiro Policy Research Scholar. This competition is open to all GW tenure-track, tenured, and full-time contract faculty. The Shapiro Policy Program promotes and encourages proposals that focus on research topics directly relevant to Sustainability Policy.

http://www.gwu.edu/~gwipp/Call_for_Scholar_Proposals_2015-2016.pdf

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

<http://www.gwu.edu/research-overview>

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

Yes

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

The GW Strategic Plan, released in 2013, embraces innovation through cross-disciplinary collaboration. As a major theme of the strategic plan, cross-disciplinary research and teaching is strongly supported. The strategic plan states: "The university's commitment to cross-disciplinarity recognizes the importance of rigorous grounding in specific disciplines and the value of a broad liberal arts

undergraduate education. Cross-disciplinarity builds on this foundation to foster new and exciting intellectual endeavors." Sustainability is the most prominent research area within GW that is both interdisciplinary and pan-university. Furthermore, the GW Executive Director of Sustainability reports directly to the Provost, where she is well-positioned to advocate for tenure for scholars pursuing interdisciplinary sustainability research.

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

https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/Strategic%20Plan_May13.pdf

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

Yes

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

David Hills, Physical Sciences and Engineering Collection Librarian in the GW Gelman Library, is also the Sustainability Liaison. A Research Guide has been created for Sustainability, which provides information and links to resources useful for students and faculty working in areas related to sustainability. A special library fund of \$1,000 per year supports resource acquisition in sustainability. Hills is working with Dr. Lisa Benton-Short, the Director of the Sustainability Academic Program, to explore additional ways that the Library can be especially helpful to the growing number of students in the Sustainability Minor.

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

<http://libguides.gwu.edu/sustainability>

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

Submission Note:

We have entered the number of GW schools - 10 for the units. The medical, public health, and nursing schools are the three that participate in the Health Sciences Research Commons.

As noted above, there are multiple steps before the GW open access policy is fully implemented, but we wanted to highlight the steps GW is taking in this direction. Thus far, GW has not really earned points for this credit, but by sharing this interim information, we get them. We decided to submit this information nevertheless, particularly since sharing the information did not change our overall rating from Gold to otherwise. .

GW adopted the Electronic Theses and Dissertation (EDT) program in Fall 2007, to allow graduate students to create works of scholarship that are interactive, visually appealing, and readily accessible to a large audience of readers. Electronic theses/dissertations can include content that is not easily integrated into paper-based documents, such as high-resolution graphics, charts, pictures, photographs, and multi-media content. Since the start of the program, over 1,500 theses and dissertations have been successfully processed using the ETD Administrator system. The ETD website includes information on formatting requirements, steps for ETD Submission (including the required forms), and deadlines. Though GW does not yet have an institutional repository, theses and dissertations are in ProQuest. The URL for the GW EDT program:

<http://library.gwu.edu/etd>

and to search for dissertations and theses:

<http://library.gwu.edu/node/1287>

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

10

Number of divisions covered by a policy assuring open access to research:

3

A brief description of the open access policy, including the date adopted and repository(ies) used:

The GW Faculty Senate approved an open access policy on February 13, 2015 that will be reviewed by the Office of the Provost and undergo further administrative review before implementation. The approved policy will grant students, faculty, and the greater public free online access to university scholarship through a Creative Commons Open Access license. If the policy is approved by the Office of the Provost, articles, papers and other research, excluding books, will be catalogued in GW Scholar Space, a digital repository for university scholarship.

A copy of the open access policy:

The open access policy:

No formal text has been adopted yet, but the link below details the proposed policy:

<http://gwtoday.gwu.edu/faculty-senate-narrowly-approves-%E2%80%98open-access%E2%80%99-policy>

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Currently, GW has a Health Sciences Research Commons (HSRC), an online repository for gathering, archiving, and disseminating the research output of the Milken Institute School of Public Health, the School of Medicine and Health Sciences, the School of Nursing, and the Himmelfarb Health Sciences Library, at the George Washington University. HSRC is maintained by the Himmelfarb Health Sciences Library. We have provided the URL to this resource.

The website URL where the open access repository is available:

<http://hsrc.himmelfarb.gwu.edu/>

A brief description of how the institution's library(ies) support open access to research:

When the open access policy is implemented, GW Libraries will provide a "GW Addendum to Publication Agreement" to explain the access policy to publishers and will assist faculty in negotiation with publishers. Faculty who have contracts with publishers that prohibit open access will be granted a waiver.

The website URL where information about open access to the institution's research is available:

<http://gwtoday.gwu.edu/faculty-senate-narrowly-approves-%E2%80%98open-access%E2%80%99-policy>

Engagement

Campus Engagement

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

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

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Planet Forward is a GW-led effort that engages students across many colleges and universities in sustainability dialogues both here and abroad. Formally, Planet Forward has a consortium of 12 partner schools.

Hundreds of GW students are engaged in sustainability-related internships on- and off-campus. Example of on-campus internship: four students worked on the Sustainable Plate Symposium in 2014-15. Off campus example: students that have interned at the World Wildlife Fund. See short video here:

<http://www.planetforward.org/media/webisodes/sustainability-a-minor-with-major-impact>

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

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

Yes

Number of degree-seeking students enrolled at the institution:

25,040

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

Eco-Rep Program

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

7,000

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

Eco-Reps help with events such as Earth Hour, Recyclemania, Eco-Challenge and Earth Month throughout the year, just to name a few. Eco-Reps are a part of the student-run Campaign GW, an ongoing forum for students to directly share their ideas with the administration and participate in the decision-making process on future GW campus development issues, including sustainability. Eco-Reps target their outreach to the number of students served (above), which are all students living on campus in the residence halls.

During RecycleMania, Eco-Reps host an annual waste-sort event where they spend an afternoon sorting through waste to highlight how our community can improve recycling and waste reduction efforts.

GW Eco-Reps are the driving force behind Eco-Challenge, hosting small and large events in their residence halls and across campus designed to educate their peers about water and electricity reduction. During Eco-Challenge, Eco-Reps participate in several trainings where they learned how to perform energy audits of buildings. Many of them share what they learn with their residence halls.

Eco-Reps regularly staff tables at events and host trainings to help inform their peers about the importance of sustainability and provide updates regarding the university's sustainability advances. They provide sustainability updates through a newsletter, which is distributed to a listserv of about 22,000 members of the GW community (primarily current students).

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

Student peer educators volunteer to serve as Eco-Reps.

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

Eco-Reps receive many types of training throughout the year. Through monthly meetings students learn about sustainability initiatives on campus, share best practices with each other, and discuss outreach events.

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

The Eco-Rep program is coordinated by one full-time staff member and two part-time student interns who help to recruit students, facilitate their activities and provide education and training. Financial support is provided for use in outreach events and trainings. In 2014, CampaignGW sponsored two Eco Reps to participate in Green Seal's annual gala, at which the Eco Reps presented on GW's sustainability initiatives.

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

Planet Forward

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

20,000

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

Planet Forward engages young people and innovators in search of solutions to the biggest sustainability challenges facing our planet. Through media, teaching and convening Planet Forward empowers new voices and elevates compelling ideas. For example, in 2013, The Feeding the Planet Summit gathered students from all over the country to join the debate on the key agricultural and food security issues that face our growing world. In addition to student questions and videos that were part of the summit, students participated directly in a town hall and contributed their thoughts on the summit in blogs and videos. In the 2013-14 school year, more than 75 Planet Forward videos were produced by students, an estimated 25,000 students voted in the Climate Leadership Awards video contest that included student-produced video entries from universities nationwide, and 350,000 unique visitors came to the Planet Forward website.

Materials for Planet Forward are sourced from many GW student educators. Sustainability 1001 (the university-wide undergraduate course on sustainability) students and students minoring in sustainability are regularly encouraged to create short videos of their research, internship or campus activities. Another source is the 200 students who are enrolled in the World on a Plate course. The final project for this class requires students to produce educational videos about sustainable food policy and outcomes.

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

Graduate assistants for Planet Forward are in the School of Media and Public Affairs and receive full scholarships and stipends for their work. They are selected on a competitive basis. Planet Forward works in consortium with numerous universities and as part of the collaboration, staff skype with students in classrooms across the country, providing instruction and feedback on storytelling techniques. Students self-select when it comes to submission of videos and uploading content on Planet Forward.

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

Student educators are provided a general tool kit that helps them understand the art of storytelling, its importance in agenda setting and advocacy, and best practices in media arts. Embedded in the delivery of storytelling techniques is the notion of social justice and work is carried out through the prism of innovation and with the objective of elevating solution-based dialogue and ideas.

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

Graduate assistants for Planet Forward are in the School of Media and Public Affairs and receive full scholarships and stipends for their work. Planet Forward was created and is led by Frank Sesno, Director of the School of Media and Public Affairs and former DC Bureau Chief for CNN. Planet Forward has one fulltime staff member and 2 graduate research assistants. The program overhead is also contributed by the university through use of facilities.

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

Sustainable Student Leaders

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

300

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

The Sustainable Student Leaders (SSL) program is designed to connect student leaders from a variety of green organizations at GW. Through the SSL listserv, student leaders send and receive emails to one another about upcoming sustainability-related events and volunteer opportunities. In addition, monthly meetings are held to provide another opportunity to receive updates on sustainability initiatives on campus. The primary purpose of the SSL meetings is to allow the student leaders to get to know one another and to join forces on upcoming projects that have similar themes and objectives. The meetings also serve as a platform for group discussions and a means to address any questions or concerns. The number of students served by this program (above) include both the student leaders of the organizations that attend each year, as well as the students who participate in those student groups, who receive a report out on the meetings from the student leaders.

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

Sustainable Student Leaders are selected based on the role they play in their green organization. Those who are on the executive board or play a very active part in their organization are encouraged to be a part of the program. The Office of Sustainability reaches out to new sustainable student organizations to encourage their participation in the group.

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

Sustainable Student Leaders are provided with materials they request to better educate themselves and their peers about topics that are of their organizations' interest. They are also given brief informational presentations on topics such as GW's ecosystem enhancement strategies and proper recycling practices. There are 3-4 meetings per semester, and at each meeting an interactive presentation is given, with information for students to disseminate through their respective groups.

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

A staff member from the Office of Sustainability maintains the listserv and sends out frequent updates about upcoming sustainability-related events. This staff member also leads the monthly SSL meetings and facilitates peer-to-peer discussions. Per student leaders' request, the Office of Sustainability staff publicizes green organizations' events and aids in providing student leaders with the resources they need to successfully carry out their events. Materials and other minor costs associated with this group are contributed by the Office of Sustainability.

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

Sustainability Internship Program

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

16

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

Internships are a great way for students to gain exposure to sustainability on campus and to build their resume experience in the field. The Office of Sustainability has had interns working in the office since it opened in 2009, bringing in students who have worked in a variety of capacities:

- Undergraduate interns have played key roles in event planning and research of sustainability issues and best practices;
- Graduate interns have assisted with student engagement activities, such as Eco-Rep coordination and managing our faculty/staff engagement efforts - the Green Office Network;
- Summer interns have researched the feasibility of a green campus fund, designed and launched sustainable procurement policies for GW, and created a sustainable water use video to enhance student engagement on the issue;
- Interns manage the outreach and coordination of the Green Office Network with offices across campus;
- Interns have contributed significantly to the research, content, and development of GW's Climate Action Plan, GWater Plan, and Ecosystems Enhancement Strategy— the three components of GW's strategic plan for sustainability practice;
- The student garden manager position helps manage and coordinate the work in on-campus garden;
- Interns in conjunction with Eco-Reps take leadership roles in coordinating Green Move-Out providing assistance;
- Interns assist with meter-reading and recycling efforts throughout the year.

Students outside of the Office of Sustainability also work with the Zero Waste team and the Energy and Environmental Management team on their efforts throughout the university to improve water and environmental efficiency and recycling efforts, among other endeavors. The number of students served are the most recent year's total who are working in these offices.

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

Students apply to serve as interns with a formal cover letter and resume responding to explicit and extensive job descriptions. They are then interviewed by staff and selected through a competitive process.

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

Students receive training on the job during their internships. Internships generally begin with an overview of GW's sustainability initiatives and programs helping to provide students with the context for their work. They are involved in staff meetings to learn the context of working within a complex organization, and are provided ample opportunity to interview administrators and faculty, peer institutions, and organizations with expertise in the area of their internship. Interns are also trained in project management and reporting as they interface with their supervisors (e.g. weekly reports, project timelines, project scope, draft deliverables, etc.).

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

Student interns are paid for their work, and full-time staff manage them throughout the year.

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

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

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

100

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

GW's orientation program, Colonial Inauguration (CI), takes place in June. Incoming Freshman register to attend one of four two-and-a-half day sessions on campus. They then return to campus in the fall for the start of school.

Sustainability is featured at CI in several ways. During the opening videos shown to all students, a welcome from the Office of Sustainability showcases how students can get involved once they arrive on campus. This video message highlights GW's commitment to sustainability and makes a direct appeal to students to get involved. The Office of Sustainability also partners with orientation organizers to ensure that meals and activities are conducted with sustainability in mind. The Office also provides information to each student in their residence hall room about recycling, water and electricity while they are on campus.

At the CI Activities Fair, student engagement interns from the Office of Sustainability provide information about programs available to incoming freshmen. There are also tours of campus that highlight many of the campus' green features. The new pan-university, interdisciplinary, sustainability minor for undergraduates is also previewed during the majors fair that all students attend.

During Welcome Week (the week prior to the start of classes) similar engagement activities are conducted. During Welcome Week students are encouraged to sign-up to serve as Eco-Reps and learn about the fall Eco-Challenge competition. There are also opportunities to register for green-themed student groups, volunteer in the garden and take green campus tours. Everyone is given a water bottle, to promote the use of reusable water bottles on campus.

Early in the fall term- usually the first week -- a sustainability open house is held at the student center to provide students the opportunity to learn more about sustainability activities on campus. Representatives of organizations related to sustainability (e.g., Food Justice Alliance) have tables and share their organization's work. Faculty and staff engaged in sustainability also attend to meet students and answer their questions.

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

<http://ci.gwu.edu/sustainability>

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator

Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No
--	------------------

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

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

- Green GW - The mission is to unite the student body, administration, and faculty alike to create a more environmentally friendly and green campus while simultaneously increasing awareness of environmental issues. Green GW runs various events on and off campus to raise awareness of sustainability issues and encourage sustainable behaviors, including coffee giveaways for students who bring a reusable mug to the event. They also perform innovative student engagement activities, such as an annual "Trashion Show", where students compete to create clothing out of trash and recyclable materials. See

<http://studentorgs.gwu.edu/greengw/>

- Net Impact - Net Impact's mission is to improve the world by growing and strengthening a network of new leaders who are using the power of business to make a positive net social, environmental, and economic impact.

- Environmental Law Association - ELA is a student-run organization that works to bring together law students interested in environmental protection and provide educational, career, and networking opportunities in the practice of environmental law.

<http://docs.law.gwu.edu/stdg/ela/>

- Campaign GW - Campaign GW is an ongoing forum for students to directly share their ideas with the administration and participate in the decision-making process on future GW campus development issues, including sustainability.

- Food Justice Alliance – The Food Justice Alliance is a GW student organization founded the spring semester of 2009 to restore the environment, promote community, build relationships, and pursue justice through food. The FJA partnered with the Office of Sustainability to launch the first on-campus community garden in fall 2009.

- GW Energy Group – The GW Energy Group strives to enhance the networking and educational opportunities for students and the GW community interested in investment, development and regulation of the energy and sustainable development industries. With a focus on the Renewable Energy, Cleantech and Green Building markets, the group meets regularly to develop skills, share experiences, contacts, and coordinate speakers/events. See

http://studentorgs.gwu.edu/merlin/cgi/p/so_printRegisteredOrgDetail/d/2469

- Roots & Shoots -The Roots & Shoots program is about making positive change happen—for people, for animals and for the environment. Roots & Shoots members identify problems in our community and take action to do something about it, whether it afflicts people, animals, or our environment.

- Sustainable Urban Planning Student Organization: SUPSO engages GWU, the District of Columbia and the global community through advocacy and outreach to advance the overall field of sustainable urban planning.

- GW Animal Advocates: The purpose of GW Animal Advocates is to spread awareness across the GW campus about animal welfare and animal protection efforts. This may include, but is not limited to, promoting ethical, healthy and environmentally friendly lifestyles, and helping students to understand the importance of these dietary choices.

- **Fossil Free GW:** Fossil Free GW's ultimate goal is the complete divestment of GW's endowment from 200 companies that own the world's economically recoverable fossil fuel reserves. They advocate for the design and implementation of a reinvestment strategy that will replace fossil fuel investments with investments in the green economy. They work with similar movements in other universities including Harvard, Columbia, Tufts, American, Brandeis, Stanford, UC, and dozens of others.
- **Food Recovery Network:** The Food Recovery network is a community engagement and direct outreach organization that seeks to minimize and eventually eliminate food waste at GW.
- **Engineers for a Sustainable World:** The mission of Engineers for a Sustainable World is to foster cooperative action in advancing the common purposes of its members and to promote activities designed to develop, implement, and share sustainable technologies and practices worldwide. In addition, the chapter aims to assist members with their professional network development, educational opportunities, and potential collaborations.
- **Capital Food Recovery:** The mission of Capital Food Recovery is to help alleviate hunger by collecting edible, surplus food that would be thrown away and distributing it to agencies that feed the hungry. Food is collected from various farmers' markets, as well as cafes, food stores, and restaurants in the Washington D.C. metro area. The concept of picking up and redistributing food is a simple weapon in the fight against hunger. Though the program does not address the root causes of poverty and socio-economic inequalities, it does have a major impact on hunger locally.
- **The George Washington Humanitarian Mapping Society:** GWHMS's purpose is to support international development, and international disaster preparation/response efforts through the use of Geographic Information Systems (GIS).
- **GW Food + Business Club:** Our goal is to offer another view of food - through the lens of business. We will be highlighting local entrepreneurs, businesses, research, events, and opportunities with the intent of informing our audience how there are many economic, financial, social, environmental aspects that impact your food, among others.

All of the student groups above are student-governed, with the exception of CampaignGW, which is not a traditional student organization. CampaignGW is a group of student volunteers led by staff in the Division of Operations. These students serve as volunteer Eco Reps to promote sustainability among students living on campus.

The website URL where information about student groups is available:

<http://sustainability.gwu.edu/student-groups>

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

In fall 2009 GW opened its first on-campus garden: The GroW Community Garden. It is a project of the student group, The Food Justice Alliance, implemented in partnership with the GW Department of Landscape Design and the GW Office of Sustainability. The group was founded in spring 2009 to "restore the environment, promote community, build relationships, and pursue justice through food". The garden was the recipient of a Fulbright Grant for Eco-Leadership and the funds were used to enhance and expand the garden.

In Fall 2011, the garden received a \$20,000 award from a contest put on by Nature's Path to fund expansion and enhancement in the space. In the summer growing season of 2012, over 1,200 pounds of food from the garden were donated to a local soup kitchen, Miriam's Kitchen.

Starting in Fall 2013, the GroW Garden is collaborating monthly with the neighborhood Farmers' Market to promote the garden and the benefits of urban gardening at the market. Since the Fall 2014 season, produce from the GroW Garden is now being incorporated into the Farmer's Market's Community Supported Agriculture (CSA) program, in order to increase awareness of the garden in the local community.

The garden is organic and the student gardeners consistently seek out local vendors who can provide them with pesticide-free soil, mulch and compost.

The Office of Sustainability funds a garden manager student intern position to maintain the space and coordinate student and community involvement with the garden. The initiative is not student-governed, rather is it supervised by the Office of Sustainability. However, the student group Food Justice Alliance, who were critical in making the garden a reality, is student-governed, and most of the student Garden Managers are also part of this student organization.

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

<http://sustainability.gwu.edu/food-dining>

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

GW provides institutional support for student-run sustainable enterprises through a formal and in-depth program. GW's social/environmental enterprise lab, GWupstart, has full-time staff support and \$60,000 available in 2014-15 to students who initiate or expand their own environmental or social enterprises. Students gain relevant business skills through workshops, experienced mentors, pitching practice sessions, and competitive funding opportunities. GW is excited about its long-term pledge to support student social entrepreneurs as part of its Clinton Global Initiative Commitment to Action.

GWupstart also provides services to students seeking to enter the GW Business Plan Competition. The GW Business Plan Competition provides GW students, faculty, and alumni with a real world educational experience in developing, testing, and launching their own startups. The competition fosters entrepreneurship at GW through workshops, mentoring, non-dilutive cash grants, in-kind prizes, networking opportunities, publicity, and concept validation. In 2015 there will be \$200,000 in awards given to the best student business plans.

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

<http://go.gwu.edu/upstart>

A brief description of the sustainable investment or finance initiatives:

Micro-Financing GW is a student-governed organization that aspires to create a micro-finance institution for the local DC community. The organization hopes to build a strong, mutually beneficial bond between the organization and the surrounding community. Organizational goals consist of establishing a financial literacy program that benefits the local community by increasing knowledge of financial concepts, programs, and tools, and eventually micro-lending to a target market in the DC area.

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

<http://gwired.gwu.edu/apps/orgdetail/merlin-cgi/d/2958>

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

GW hosts many events throughout the year related to sustainability. GW's location in Washington, DC, gives the university ample access to key decision makers and policymakers, and GW views itself as a vital convener on sustainability issues in the District. GW has [STARS Reporting Tool](#) | [AASHE](#)

recently hosted events including:

- The Business Response to Climate Change: In 2013, GW business school students hosted the third annual conference aimed at bringing together business leaders, policymakers and academics to discuss solutions for a changing climate.

- DC Environmental Film Festival: GW hosts environmental films annually on campus as part of this festival annually, including most recently a documentary on urban farming, and the previous year one on international development. GW Faculty introduce the film.

- GW Feeding the Planet Summit: Sustainable Innovations in Food Security - This 2013 innovation summit gathered leaders from agriculture, business, finance, academia, NGOs, government and media from across the country to focus on game-changing innovations in global agriculture and food security. The summit explored transformational and scalable developments in policy, practices and technologies and paid special attention to the related issues of gender, climate change and urbanization.

- Earth Day Activities: Each year, GW hosts a series of student-focused events designed around a theme during Earth Month. The 2014 theme was "Sustainable Food", and featured events throughout the month aimed at helping students understand how the foods they eat and their food decisions relate to the sustainability of the planet. At the annual Earth Day Fair students participated in a tap-water taste test and learned about worm composting. They also met with partners from the Foggy Bottom Farmer's Market, Zipcar, Whole Foods, and Capital Bikeshare and learned about energy efficiency by playing with tools such as watt-o-meters. The 2013 theme was "What Can You Do?", and focused on the impact that students can personally make on the environment. Featured vendors in 2013 included Capital Bikeshare, Zipcar, Whole Foods, and many more.

- Solar Roundtable: Expanding Low-Income Solar in Washington, D.C., hosted by GW Solar Institute and DC SUN in April 2014. This roundtable brought together key stakeholders from the low-income housing community, advocacy organizations, the solar industry, and officials from the DC and federal government to discuss and develop recommendations on how to best scale the deployment of solar energy for low-income District residents.

-In January 2015, in partnership with Food Tank, GW hosted the First Annual Food Tank Summit. This two-day event featured more than 75 different speakers from the food and agriculture field. Researchers, farmers, chefs, policy makers, government officials, and students came together for panels on topics including; food waste, urban agriculture, family farmers, farm workers, and more. The event hosted 50 student volunteers, 250 attendees, and 10,000 people on the live video stream. It also trended #1 worldwide on Twitter. The event will occur again in 2016.

<http://foodtank.com/>

- Since 2011, GW Sustainability Collaborative has organized a "Frontiers in Sustainability" speaker series. Speakers include GW faculty experts as well as invited national and international thought leaders on such topics as climate change, energy, water, and urban sustainability. Many of our internal and external speakers attracted sustainability faculty from several different schools, helping to enhance interdisciplinary conversations on these issues. GW has designated this speakers series as a "Univeristy Seminar Series" due to its interdisciplinary nature.

This is just a sample of recent GW sustainability events. While these events are not student-governed, many students take place in the planning and organizing of these events, as well as participate in the programs. GW is committed to holding outreach events and convening thought leaders on sustainability.

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

<http://sustainability.gwu.edu/events-archive>

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

The GW Trashion Show is a student organized event that challenges students to create high fashion out of their trash. The past three shows have featured garbage bags, newspaper, and even plastic cups. Celebrity judge, Sam Donovan, from Project Runway's Under the Gunn, spoke about his research with zero waste fashion at a recent show.

The on campus art exhibition space, Gallery 102, has featured several art exhibits that incorporate sustainability. The Slow Food Photography exhibit displayed student work based on the Slow Food movement started by Carlo Petrini in 1989. Through photographic documentation, students explored the ecological effects of different food practices such as urban farms, community gardens, and farmers markets. Other exhibitions include Flora Forms: Inquiry into the art of biophilia technology and Architectures*Systems*Ecologies which dealt with ecological processes and systems thinking.

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

<https://gwtoday.gwu.edu/trashion-show-goes-eco-chic>

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

The Mission of GW TRAiLS is to provide the GW community with diverse outdoor experiences that promote leadership, self discovery, respect for the environment, and community service. Through these principles and actions, TRAiLS strives to foster an active outdoor community at GW that benefits our lives, our city, and our world.

TRAiLS strives to be environmentally-friendly and to leave as little of an impact as possible on trips using the Leave No Trace philosophy. This is done through considering the environment in waste disposal, campfire impact, leaving what is found, and respecting wildlife. TRAiLS is a student-governed organization.

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

<http://studentengagement.gwu.edu/trails>

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

GW featured a sustainability first-year experience in 2014. All incoming freshmen read Will Allen's book, "The Good Food Revolution: Growing Healthy Food, People, and Communities". As part of this program, students read the book and wrote response papers about the topics. During the fall semester professors integrated the themes of the book, including sustainable food, the environmental aspects of agricultural production, and healthy food access. Author and urban farmer Will Allen gave a keynote address at The George Washington University on his book in September 2014.

As a result of the First Chapter yearlong theme of food justice, the Freshman Day of Service in September 2014 featured ECO City Farms in Edmonston, MD (the founders trained with Will Allen) and other urban farms as service sites. In addition, urban environmental strategist Majora Carter was the featured speaker for the Freshman Day of Service.

The website URL where information about the theme is available:

<http://gwfirstchapter.com/>

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

GW provides sustainable features as part of the model residence hall room that all prospective students (thousands per year) visit during their campus visit. These features include sustainable cleaning products, reusable mugs, water bottles, and bags, a drying rack, shower timer, smart power strips, a water filtration pitcher, and more. These features were provided as part of the collaboration between GW Housing and the Office of Sustainability.

In 2014, GW also launched NewU, a program on adjusting to college for first year students, and FutureU, a life skills program for third and fourth year students. Both of these programs seek to ensure GW students are successful as students and alumni through an optional program of module based experiential learning. NewU focuses on competencies including career planning, navigating life in the District of Columbia, and connecting with faculty. FutureU provides participants with skills like financial management and etiquette. A major focus of each program is how to eat healthy and how to purchase and prepare healthy, sustainable foods. This focus equips participants to make environmentally sound choices and maintain a healthy lifestyle.

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

<http://studentengagement.gwu.edu/futureu>

A brief description of sustainability-focused student employment opportunities:

The Academic Program Director works closely with the staff in the Career Center to provide students with career resources, career preparation workshops, and career and alumni networking events for sustainability students.

In addition to the student positions within the Office of Sustainability, Facilities Services, and the Sustainability Collaborative, the Office of Sustainability regularly promotes external positions on the sustainability website. Additionally, the students enrolled in the sustainability minor are also included on a listserv run by the academic director of sustainability, which disseminates sustainability-related positions available to students.

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

<http://sustainability.gwu.edu/jobs-internships>

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

GW offers a green graduation pledge to graduating seniors, which states "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

Students who sign the pledge receive a ribbon that they can wear to graduation, and are added to the Green Alumni Network listserv to stay engaged in sustainability at GW in the future. Since 2010, over 800 students have signed the green graduation pledge.

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

<http://sustainability.gwu.edu/gw-green-grad-pledge>

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

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

Outreach Materials and Publications

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator

Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The GW Office of Sustainability maintains a central website with all of the information about the university's sustainability efforts.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The Office of Sustainability regularly updates both a Facebook and Twitter page with updates on sustainability at GW and tips on how to be more sustainable. Both pages have many followers consisting of GW students, staff, and more.

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

<https://twitter.com/SustainableGW>

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

Planet Forward is a multi-media platform for dissemination of student views and research. The George Washington Journal of Energy and Environmental Law Journal provides a forum for student voices and research. The Policy Perspectives Journal of the Trachtenberg School of Public Policy and Administration publishes student research, including on topics of sustainability.

Each spring, the Office of the Vice President for Research sponsors a two-day "Research Day". Faculty and graduate students in the School of Public Health are featured on the second day. On the second day, undergraduates and graduates from the other GW schools present their research in a day-long illustrated poster session. Winners are chosen from each school at both undergraduate and graduate levels. Many students who participate are engaged in sustainability research. In 2014, for example, 6 sustainability minors presented posters. Sustainability minor Jesse Schaeffer won the research prize for the Elliot School of International Affairs for his research on food sustainability among Syrian refugee populations in Jordan.

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

<http://research.gwu.edu/research-days-2014>

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

For new LEED buildings on campus, GW incorporates signage and tours in the buildings to help educate the community about the relevant green features.

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

<http://sustainability.gwu.edu/green-building>

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

Information is provided in the central dining facility (J Street) about the local sourcing of products. There is also on-site promotion of Meatless Mondays at J Street throughout the academic year.

In addition, information about GW's partnership with the primary food vendor, Sodexo, can be found on the sustainability website.

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

<http://sustainability.gwu.edu/food-dining>

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

GW's campus features a green space known as the Square 80 Plaza. Previously a parking lot, this 3/4 acre green space, in the midst of GW's densely built downtown Washington, DC, campus, provides a green respite and uses water reclamation technology to capture and reuse storm water on the site. Sustainable grounds-keeping strategies employed on this site include rain barrels, sunken tree beds, permeable pavers, rain gardens and a network of cisterns. The site features powerful and visually striking signage that helps communicate the university's sustainability vision and the techniques employed on the site.

As GW implements its Ecosystems Enhancement Strategy, one of the areas for expansion will be additional signage about other sustainable landscaping techniques employed. It is important to note that due to GW's unique location in the middle of downtown Washington, DC, at times additional signage placement is difficult due to zoning and public-space constraints and regulations.

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

A brief description of the sustainability walking map or tour:

The Office of Sustainability has a green tour that it offers to interested parties. Due to the rapidly changing nature of the GW campuses, there is no formal write-up of this tour, but students are trained in the script by Office of Sustainability staff. Additionally, the tour guides on campus incorporate sustainability into their year-round tours for prospective students.

GW has a map of sustainable features of campus, which is used for new student orientation in the summer as well as other purposes. The features include Green Roofs, Solar Thermal displays, bikeshare stations on campus, and much more. The map is also posted on the Office of Sustainability's website, and is showcased through many channels on campus.

The website URL of the sustainability walking map or tour:

https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/poster_gw_sustainability_map.pdf

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

The guide for commuters features many of the alternative methods of transportation available to the GW community including Metro, bus routes, ZipCar, Capital Bikeshare, car2go, carpools and shuttle services.

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

<http://sustainability.gwu.edu/transportation>

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

In all large new construction on campus GW is offering transportation kiosks to promote the diverse transportation options available to the GW community. In the Science and Engineering Hall the kiosk offers real-time transportation data, allowing the users to identify the most efficient method of transportation, including bicycling and walking.

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

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

GW features guidelines for green living and incorporating sustainability into the residential experience on its sustainability website. Student Eco-Reps conduct peer-to-peer education in the residence halls helping to disseminate information to students. Training is also conducted with Resident Assistants on campus to help them understand sustainable living and pass the information along to their students.

Sustainability is featured in the new student orientation in several ways. As one example, the Office of Sustainability includes information on the beds of all the students about recycling, water and electricity while they are on campus.

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

<http://living.gwu.edu/green-living>

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 GW Hatchet regularly covers sustainability news on campus in its bi-weekly publications. The Office of Sustainability communicates with reporters to answer questions about sustainability at GW, which results in regular stories and blog posts in the student newspaper.

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:

<http://sustainability.gwu.edu/news-archive>

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

In 2012 GW released its first sustainability report. This prospectus provides an overview of the university's sustainability progress to date, and updates on projects. The report features inserts highlighting GW's schools and their sustainability academic offerings.

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

[STARS Reporting Tool | AASHE](#)

http://issuu.com/sustainablegw/docs/sust_brochure_final

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

Yes

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

The university's internal news magazine, GWToday, profiles sustainability progress frequently. A sampling of past stories can be found in the link below. The university has a Twitter account, a Facebook page and a Green Alumni listserv and facebook page.

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

<http://sustainability.gwu.edu/news-archive>

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

Yes

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

The GW Law Sustainable Energy Initiative Update is a newsletter written by Donna Attanasio the Senior Advisor for Energy Law Programs at the George Washington University Law School. It contains news, future events, and suggested readings on sustainable energy topics.

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

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

Yes

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

The Green Alumni Network was begun in 2009 and has over 700 members worldwide and 450+ in the D.C. Metropolitan area. The Network has a Facebook page, a LinkedIn page:

<http://www.linkedin.com/groups?gid=2072112&home=>

and a website (see website URL field).

Also, the @SustainableGW Twitter feed has over 3,400 followers and @GWFoodForce and @gwsolar both have over 500 followers. They provide regular communications about sustainability issues on campus as well as events.

The Alumni in Energy has 200+ members currently and has an Alumni in Energy Facebook group, as well as an Alumni in Energy LinkedIn group:

http://www.linkedin.com/groups?home=&trk=my_groups-tile-grp&gid=4245509

and an Alumni in Energy website:

<http://alumni.gwu.edu/alumni-energy-association>

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

<http://alumni.gwu.edu/green-alumni-network>

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

Yes

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

GW published its Ecosystems Enhancement Strategy in 2012 and it is available on the website. The plan incorporates input from stakeholders inside and outside of the university, and reflects their aspirations for sustainable development locally, regionally, and globally. The publication discloses the university's goals and targets for carbon, water, food, waste, and natural space, and proposed tactics to reach those goals and targets. The purpose of sharing the documents publicly is to increase transparency and accountability for the university with its stakeholders.

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

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

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

Yes

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

GW published its GWater Plan in 2011 and it is available on the website. The plan incorporates input from stakeholders inside and outside of the university, and reflects their aspirations for sustainable development locally, regionally, and globally. The publication discloses the university's goals and targets for water conservation, and proposed tactics to reach those goals and targets. The purpose of sharing the documents publicly is to increase transparency and accountability for the university with its stakeholders.

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

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GWater%20Plan.pdf>

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

Yes

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

GW published its Climate Action Plan in 2010 and it is available on the website. The plan incorporates input from stakeholders inside and outside of the university, and reflects their aspirations for sustainable development locally, regionally, and globally. The publication discloses the university's goals and targets for greenhouse gas reductions, and proposed tactics to reach those goals and targets. The purpose of sharing the documents publicly is to increase transparency and accountability for the university with its stakeholders.

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

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Climate%20Action%20Plan.pdf>

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

No

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

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

Outreach Campaign

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

<http://gwtoday.gwu.edu/hova-leading-eco-challenge>

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

GW Eco-Challenge

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

The GW Eco-Challenge has been conducted for seven years. Currently the focus is an electricity and water conservation challenge between residence halls. The contest serves as an educational resource for students through peer-to-peer engagement. GW Eco-Reps are the driving force behind Eco-Challenge, hosting small and large events in their residence halls and across campus designed to educate their peers about water and electricity reduction. Previous Eco-Challenge events have included: informational pizza parties, tabling, vampire device demonstrations, and lights out events.

GW's Eco-Challenge benefit helps lower the carbon and water footprint of the university and the lessons learned through the program help to instill an ethic of conservation in students.

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

Since the first contest in 2008, GW students have helped to conserve 2,137,838 kwh of electricity and over 5.6 million gallons of water.

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

<http://sustainability.gwu.edu/eco-challenge>

The name of the campaign (2nd campaign):

Green Office Network

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

The Green Office Network is the primary faculty and staff sustainability engagement program. The purpose of the network is to better understand office behavior and practices on a day-to-day basis, build community and foster discussion about how to improve sustainability on the individual and office level, and empower staff to make positive, healthy changes. The network meets on a regular basis to discuss best practices and learn about sustainability initiatives and opportunities on campus, and the Office of Sustainability emails this group between meetings with additional opportunities.

In 2014, the Office of Sustainability launched a Green Office Certification to expand on the Green Office Network. The certification is awarded to offices that complete certain sustainability behaviors in their offices, and there are four possible levels of certification. Offices are re-certified on an annual basis, and are encouraged to add to their sustainable practices in doing so.

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

Since the launch of the certification in summer 2014, over 20 offices have been certified, with additional offices in the process of becoming certified currently.

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

<http://sustainability.gwu.edu/green-office-network>

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

GW also participates in the national Recyclemania competition, which encourages students to increase waste diversion from landfills. Recyclemania is a competition among universities to determine which school can recycle the most during a two month period in the spring semester. Through Recyclemania, GW hopes to encourage greater recycling year round, by drawing attention to the importance of waste reduction on campus. GW has performed well in Recyclemania in previous years, and anticipates an improved performance in 2014 with the addition of a new Zero Waste team in 2013.

Employee Educators Program

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

6,780

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

Green Leaders

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

1,000

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

Shortly after a department participates in the Green Office Network introductory program, the faculty and staff in each department elect a Green Leader. A Green Leader is the sustainability champion of his/her team and is an individual who will promote sustainability in his/her office year-round. More specifically, Green Leaders are recognized as individuals who are dedicated to planning events, educating

[STARS Reporting Tool](#) | [AASHE](#)

staff and faculty, acting as a point of contact for inter-department networking, and helping to achieve campus wide sustainability initiatives.

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

Green Leaders must attend quarterly meetings to receive training on a variety of different topics. Some topics include proper recycling practices, sustainable renovation options, contact information to help coordinate a sustainable event (i.e. getting green catering and compostable plate ware), and energy saving practices for his/her office. By attending these meetings and connecting with Green Leaders from different departments, each Green Leader becomes a valuable resource for his/her office. They are knowledgeable about sustainability efforts at GWU and the steps that their office can take to become more sustainable.

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

A staff member from the Office of Sustainability maintains a list of elected Green Leaders, coordinates and leads quarterly meetings, provides Green Leaders with the resources and information to supplement the role they play in their office, and trouble shoots any questions a Green Leader may have. Also, guest speakers from a variety of departments are brought on board for each meeting to present on a topic in which he/she has specific expertise and to lead a discussion/Q&A. Materials and other costs associated with this program are covered by the Office of Sustainability.

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

<http://sustainability.gwu.edu/green-office-network>

Name of the employee educators program (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):

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

Number of employees served by 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):

Employee Orientation

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

100

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

During the weekly new employee orientation, sustainability is discussed as part of the broad campus-wide sustainability initiative, as well as how sustainability ties into other projects and initiatives at GW.

As part of the quarterly new employee forum, there is a values panel on GW's nine core values, including GW's value of sustainability. GW's commitment to sustainability is discussed, specifically describing some of the sustainability projects on campus. At the end of the forum, there is a new employee resource fair, which includes representatives from the Office of Sustainability. Employees have the opportunity to ask questions about sustainability at GW at that table, and sign up to receive the office's newsletter.

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

<http://hr.gwu.edu/values>

Staff Professional Development

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

<http://hr.gwu.edu/gw-celebration-excellence>

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

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

Yes

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

The Green Office Network is the primary faculty and staff sustainability engagement program at GW. The Office of Sustainability helps facilitate a conversation around best practices among the university faculty and staff through this program.

Purpose of the Program

- To better understand office behavior and practices on a day-to-day basis
- To foster a discussion about how to improve sustainability on the individual and departmental level
- To improve awareness, build a sense of community, and empower staff to make positive, healthy changes

How it Works

- Offices sign up to participate
 - A member of the Green Office team conducts a short, fun workshop with the office
 - At the meeting, the office learns about sustainability challenges, areas for improvement and has the opportunity to ask any questions about sustainability at GW
 - At the conclusion of the workshop, the team sets goals for the office
- (Sample goal: Increase recycling rates, ensure that all lights are off at the end of the day, set all printing defaults to double-sided)

GW also launched a certification program in 2014, in which offices are awarded a certificate indicating how sustainable they are based on a number of criteria. Offices are encouraged to make improvements to reach a higher certification level in their annual re-certification.

Additionally, as part of ongoing GW programming, the Office of Sustainability contributes content to various conference and brown bag sessions. In November 2013, the Office of Sustainability gave a presentation at GW's annual Celebration of Excellence Conference on "9 Steps You Can Take to be More Sustainable at Work," which was attended by close to 100 employees. In 2014, a presentation titled "Green Living at Home: making your home more sustainable" was given as a brown bag open to all members of the Division of Operations.

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

5

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

<http://sustainability.gwu.edu/green-office-network>

Public Engagement

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

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

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

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

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

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

Submission Note:

<http://sustainable.dc.gov/publication/green-ribbon-committee>

<https://sustainability.gwu.edu/dc-mayors-college-and-university-sustainability-pledge>

<http://serve.gwu.edu/civic-house>

<http://smhs.gwu.edu/rodhaminstitute/priority-areas/health-workforce-development>

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

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

Yes

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

From 2012-2014 GW was involved in the Washington, D.C. Green Ribbon Committee, which advised the former District Mayor Gray on the development of his Sustainable DC initiative by offering input on vision, goals, actions, and indicators recommended by the public

and the working groups. The Green Ribbon Committee provided a national and international point of view on the plan, as well as reached out to communities within the District that have not traditionally been part of sustainability planning.

The Green Ribbon Committee helped develop an aspirational vision for a vital and sustainable future for Washington, D.C., and provided valuable feedback on recommendations from working groups made up of District staff, subject matter experts and the public. The Committee also supported implementation of the plan and achieving Mayor Gray's goal of making the District of Columbia the most sustainable city in the nation.

The committee was made up of District leaders from universities, non-profits, businesses, think tanks, and members of the community. GW President Knapp represented GW on this committee, while the Director of the Office of Sustainability served on the committee in his stead and provided strategic expertise on the plan and implementation.

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

Yes

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

1. GW students with support from the Office of Sustainability run the GW GroW Community Garden on campus. The university provides the funding, space, permitting, materials, promotion, and other resources to maintain the garden. The garden program has important ties to and is a resource for the local community. The garden has developed a partnership with Miriam's Kitchen - a local soup kitchen in the neighborhood - and has donated almost 2,000 pound of produce since May of 2012. Several community groups volunteer in the garden to learn about urban gardening including local middle and high school students, the GW Neighbors project, Foggy Bottom residents, and residents from the local senior living center at St. Mary's Court. All of these efforts help to address food justice and equity in the urban setting.

Involvement with GroW Garden does not end in the soil, though. GW student interns provide expertise to local residents about environmental health within the urban food system. Also, GroW has been used as a drop-off site for a local Community Supported Agriculture, which encourages awareness of local and in-season food as participants utilized their farm shares. Finally, GroW is the only urban garden that provides produce to the local farmers market.

2. GW was also integral in the development of The District of Columbia Mayor's College and University Sustainability Pledge (CUSP) in 2012, which invites the District's institutions of higher education to commit to pursuing sustainability on an on-going basis as engaged participants in the Mayor's ambitious goal of making the District of Columbia the most sustainable city in America. The CUSP recognizes the critical leadership role of the District's colleges and universities in advancing sustainability on campus and in the community. GW Office of Sustainability was instrumental in building the collaboration between institutions of higher education and the District government. The Office staff also helped to draft the pledge, and continues to help build the momentum and impact among and between the CUSP members and across other sectors such as health care. The Office of Sustainability staff works with these and other partners, including local businesses and economic development corporations such as City First Enterprises to develop on-the-ground projects such as compost and renewable energy that also promote local green jobs. The Office also provides an intern and staff who work with other CUSP members to organize and host regular meetings, to share best practices, and publicly disclose progress.

3. The Integrated Food Project is an ongoing partnership that developed in 2011 between GW, Jose Andrés' ThinkFoodGroup, and the School Without Walls (SWW), a highly-regarded DC public magnet high school in Foggy Bottom. Drawing on the expertise of faculty members from several of GW's schools and colleges, SWW teachers incorporate content focusing on food and nutrition into their coursework on history, physics, humanities, math, geography, French and biology. Additional teachers at SWW supplement the thirteen high school teachers enrolled in the curriculum building program for the more than 300 SWW students who are participating in the Project.

4. In addition, the Office of Sustainability, in partnership with Siemens Corporation, has partnered with School Without Walls Francis Stevens (SWWFS) elementary and middle school to expand their STEM-related curriculum and student activities. Siemens generously donated over 100 science kits that address renewable energy (solar and wind) and waste management practices as they regard climate change impacts. The kits are meant to engage SWWFS students both in the classroom and in after school programs.

5. The Rodham Institute, as part of the GW School of Medicine, is a community-centered organization whose mission is to partner with the local Washington D.C. community to achieve health equity by cultivating the next generation of community-oriented health care providers, and training them in innovative strategies to improve health care for all.

While there are many efforts and aspects of the Institute to highlight, for purposes of this discussion we chose to feature the Health Workforce Development project, specifically the Health Education Leadership Program.

The Health Education Leadership Program (HELP) is a bi-directional educational initiative that seeks to promote health profession careers among middle school students, encourage health and wellness among these students and their communities, and engage health professionals and trainees in service learning.

In spring 2014, the Rodham Institute and community partners launched HELP. As part of the month-long pilot project, Internal Medicine residents from George Washington University met weekly with self-selected youth health leaders from schools in Wards 7 and 8 for a “train the trainers” activity. Residents utilized the Association of Black Cardiologists, Inc.’s 12-module curriculum on cardiovascular health as a basis to develop health leadership skills to empower youth to teach other community members about healthy behaviors to improve cardiovascular health.

In July 2013, the Rodham Institute, in close partnership with the Calvin Coolidge High School Alumni Association and The South East Tennis & Learning Center, hosted a STEM-H Enrichment Day at George Washington University. More than 50 D.C.-area youth learned about careers in science, technology, engineering, math, and health through interactive sessions with mentors in these fields.

In April 2014, the Rodham Institute collaborated with community partners to hold a week-long HELP program, drawing more than 200 attendees, including students from D.C. public schools, their parents, as well as health professionals and trainees. During this week, youth learned about careers opportunities in health, participated in field trips to health care organizations in D.C., and worked with public health and medicine trainees on “applied health equity” projects, and other health mentorship activities.

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

Yes

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

Managed through the Center for Civic Engagement and Public Service, the Civic House Academic Residential Community (ARC) is a program for first-year students interested in becoming active citizens engaged in their communities. The three core tenets of Civic House are live, learn, and serve. The program challenges students to learn about the unique cultures, strengths, and needs of communities in Washington, D.C. and to build collaborative relationships among students, faculty, and community-based organizations to meet needs and learn through service. All Civic House students will live together in West Hall on the Mount Vernon Campus. Civic House is a program of GW’s Center for Civic Engagement and Public Service.

Through Civic House, students are able to express their passion for service and social justice while participating in service-learning courses, advocacy development, and service projects. Students will work with non-profit organizations across the city through their service-learning coursework in University Writing 1020 and a number of service projects during the academic year. Additionally, Civic House students are encouraged to take an academic service-learning course during the spring semester while continuing their personal

service commitments.

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

The GW Alternative Breaks program offers 6 winter break trips and 11 spring break trips to both domestic and international locations. Each trip has its own unique service area, from sustainability to education to labor rights. The pre-trip education component allows for GW students to delve into the situation they'll find themselves in once they're in the field doing service. Most trips feature service activities during the day, and bonding and exploring the area in the evenings. GW Alt Breaks trips offer GW students the opportunity to be global citizens and leaders while building lasting friendships with people from within and outside the GW community.

In just a week on an Alternative Breaks trip, individuals can make an impact in another community and meet a cohort of really genuine, dedicated students at GW. Participants become inspired by the stories of the transformative impact that this experience has both on GW student participants and on communities around the world.

The website URL where information about sustainability partnerships is available:

<https://sustainability.gwu.edu/dc-mayors-college-and-university-sustainability-pledge>

Inter-Campus Collaboration

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

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

Submission Note:

<https://sustainability.gwu.edu/dc-mayors-college-and-university-sustainability-pledge>

<http://sustainability.gwu.edu/solar-decathlon>

<https://sustainability.gwu.edu/capital-partners-solar-project>

"---" 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:

GW has presented and/or co-presented at the AASHE conference, Second Nature Summit, National Council on Science and Environment, and the Smart & Sustainable Campuses Conference on topics including collaborations with other universities, water sustainability strategy, ecosystem services strategy, the pan-university sustainability minor, and the Capital Partners Solar Project.

GW has also published its strategic plans on campus sustainability including the overarching GW Ecosystems Enhancement Strategy as well as the GW Climate Action Plan and GWater Plan. These plans are customized for GW's urban setting and access to Washington, D.C. These are available publicly so that other universities - especially those in urban settings - can use them as a blueprint for their own planning purposes as appropriate.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or

consortia in which the institution participates and/or is a member:

Association for the Advancement of Sustainability in Higher Education
American College and University President's Climate Commitment
District of Columbia College and University Sustainability Pledge Working Group
National Council on Science and the Environment
Council of Environmental Deans and Directors
Association for Environmental Studies and Sciences

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

GW collaborates with area campus partners on sustainability through a group called "Metro DC Sustainability" that includes representatives from American, Georgetown, University of the District of Columbia, George Mason, and Johns Hopkins, among others. GW has hosted meetings for the group.

In addition, GW joined and helped to lead the charge on the DC Mayor's College and University Sustainability Pledge which was signed by all District-schools in February 2012. The District of Columbia Mayor's College and University Sustainability Pledge (CUSP) invites the District's institutions of higher education to commit to pursuing sustainability as engaged participants in the Mayor's ambitious goal of making the District of Columbia the most sustainable city in America. The CUSP recognizes the critical leadership role of the District's colleges and universities in advancing sustainability on campus and in the community.

In 2013 a city-wide Washington, D.C., collegiate team – Catholic University (CUA), George Washington University (GWU) and American University (AU) – competed as Team Capitol DC in the U.S. Department of Energy Solar Decathlon for the first time. Together, students and faculty mentors from the three universities harnessed the talents from each school's premier programs (CUA's School of Architecture and Planning; GWU's School of Engineering and Applied Sciences, Landscape Design Program and Interior Design Program; and AU's School of Communication) to design, build and communicate about a sustainable home that produces as much energy as it uses. Team Capitol DC placed in the top ten in the Solar Decathlon.

Most recently, in 2014 GW partnered with American University and the George Washington University Hospital on a collaborative purchase for renewable energy providing the institutions with 50% of their electricity needs through solar power for the next 20 years. This collaborative approach provides a model for other universities and large institutions to work together to demand, create, and purchase renewable energy at a large scale.

In 2012, GW Sustainability faculty began to work together with colleagues at University College London to create a research and education network. In Fall 2013, faculty from UCL and GW held a virtual workshop to explore areas of research and teaching synergy. Several areas were identified for future collaboration, include: urban planning and design, water, urban infrastructure, smart cities/big data, and STEM/public policy. Some 25 GW and UCL faculty attended the workshop. Dr. Julie Ryan (GW) and Dr. Sarah Bell (UCL) have since collaborated on a teaching project. Each of their classes had enrollments of 30 students. Drs. Ryan and Bell created ten teams of six students each (three each from the two institutions). The project assignment was to develop a detailed systems engineering analysis of a given situation that include: home gardens, community gardens, urban agriculture, home energy consumption, domestic water systems, etc. In addition, Dr. Melissa Keeley (GW) and Dr. Sarah Bell (UCL) have begun collaborative research on comparing storm water plans for London, DC and Philadelphia. The results of their research will be published soon. Our goal is to expand that network and to focus on the challenges capital cities face in implementing sustainability.

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

http://gwtoday.gwu.edu/george-washington-university-signs-sustainability-pledge?utm_source=gwtodayemail&utm_medium=email&utm_campaign=gwtodayemail030112

Responsible Party

Lisa Benton-Short

Director of the Sustainability Academic Program
Department of Geography

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

(1) Our numerical response is specific to the Law School.

(2) The law school each year holds three annual conferences and a major two-day symposium that focus on sustainability issues which are open to a wide audience including alumni and the general public. The symposium provides continuing education credits for lawyers who register for these credits. The law school has sponsored events with the Society of Risk Analysis on environmental governance in the context of synthetic biology, the 40th anniversary of the National Environmental Policy Act and the Clean Water Act, environment and energy issues in public land planning, and sustainable energy, among others.

(3) Several continuing education offerings relevant to this credit are offered by the Elliott School of International Affairs. Partnerships for International Strategies in Asia of the Elliott School of International Affairs, offers an annual Global City in World Affairs Program for Administrative Officers of the Hong Kong SAR Civil Service. The eight-week interdisciplinary program includes several topics on sustainable planning, design and resilience to climate change. Participants engage in on-campus seminars as well as meetings with public officials in Washington and New York City about their cities' sustainability plans.

In 2007, Partnerships for International Strategies in Asia launched the PISA Climate Initiative, which offered Leadership Institutes on Climate Change held in Hanoi, Washington, DC, Bangkok, and Nay Pyi Taw aimed at building capacity of public officials and civil society advocates to grapple with the interconnected impacts of climate change and bridge inter-ministerial divides. To date over two hundred delegates from six of the ASEAN member countries have taken part in these programs.

PISA also sponsors the PISA-ASEAN Roundtable on Climate-wise Development, a series of public seminars that especially target representatives of the ASEAN member embassies in Washington.

(4) The undergraduate Sustainability 1001 course allows Foggy Bottom (the city neighborhood where the main campus is located)

residents to audit the course if interested. To date, several residents have audited the course.

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

3

Total number of continuing education courses offered:

10

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

On March 13 and 14, 2014, GW Environment and Energy Law held a two-day program on "The Role of Planning in Federal Land Management." A description of the program follows:

The program examined the role of planning in federal land management. Each of the principal federal land management agencies is required to engage in planning under its organic statute. The agencies also must conduct planning to comply with requirements under cross-cutting environmental and natural resource management laws such as the National Environmental Policy Act and the Endangered Species Act. It explored how successfully the federal land management agencies and other agencies whose missions include protecting federal lands and resources have incorporated long-term planning practices into their resource management strategies and whether Congress's vision of a management regime based on planning has improved protection and use of federal lands and resources. It also identified opportunities for improvement and innovation in current planning practices.

On September 19, 2014 the Law School held a program on "The Role of Adaptive Management in Addressing Uncertainty in Environmental Decision Making." A description of the program follows:

The purpose of the workshop was twofold. First, Professors J.B. Ruhl of Vanderbilt Law School and Robin Craig of the University of Utah School of Law have proposed in a recent article changes to the Administrative Procedures Act that would, in their view, facilitate the wider use of adaptive management to address difficult environmental problems. They will present their ideas and seek the responses of the workshop participants. Second, the workshop will provide an opportunity for participating government personnel in to share the latest thinking and developments in adaptive management in a roundtable format. These sessions will provide a unique opportunity for the participants to understand how agencies are using adaptive management tools, the challenges being faced in utilizing adaptive approaches, and to share ideas about how to address these challenges.

On October 23, 2014 the Law School held a program on "Submarine Cables in the Sargasso Sea." A description of the program follows:

The objective of the workshop is to start an informed dialogue between the Submarine Cable Industry and the newly established Sargasso Sea Commission regarding best environmental practices for the laying and maintenance of cables in high seas areas, such as the Sargasso Sea. The intended outcomes are a published report of the Proceedings and an Agreed Statement of "Best Practices" that might form the basis of an MOU.

Does the institution have at least one sustainability-themed 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

Responsible Party

Amy Cohen
Dir. Civ. Eng. & Pub Svc
ODI

Criteria

Part 1

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

Part 2

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

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

Submission Note:

<https://gwtoday.gwu.edu/university-service-takes-giant-leap-forward>

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

Number of students engaged in community service:

9,200

Total number of students :

25,040

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

Yes

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

403,000

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

No

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

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

No

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

The Center for Civic Engagement and Public Service aims to integrate civic engagement into George Washington University's educational work. We focus GW's resources to meet community needs beyond the campus, promote active citizenship in a diverse democracy, and enhance teaching, learning and scholarship at GW.

GW Colonials meet local needs through ongoing community service and engagement programs, engageDC, DC Reads, and Jumpstart. Alternative Breaks and signature service events such as Freshman Day of Service and Martin Luther King Day of Service get students engaged in national and international service that makes an immediate and powerful impact.

The GW Center for Civic Engagement and Community Service has the following goals:

Meet Community Needs

- Develop strong reciprocal, respectful, active democratic community partnerships
- Use GW's expertise and resources to address pressing human needs
- Use evidence based strategies
- Ensure that projects have demonstrable outcomes for community
- Focus on several strategic partnerships with multiple programs

Promote Active Citizenship in a Diverse Democracy

- Engage GW with the District of Columbia and the world
- Unite people of diverse backgrounds in meaningful relevant common experience
- Learn the values and skills needed to participate in public decision-making and community life

Enhance Teaching, Learning and Scholarship

- Promote and support engaged scholarship, including service-learning and community-based research
- Support scholarship about service and civic engagement
- Collaborate nationally and internationally to further higher education's commitment to civic engagement

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

<http://www.serve.gwu.edu/>

Community Stakeholder Engagement

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

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

And

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

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

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

Submission Note:

http://neighborhood.gwu.edu/sites/neighborhood.gwu.edu/files/downloads/2007%20Foggy%20Bottom%20Campus%20Plan%20Order%20of%20Approval_0.pdf

<http://neighborhood.gwu.edu/files/downloads/2010%20Mount%20Vernon%20Campus%20Plan%20Order%20of%20Approval.pdf>

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

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

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied

systematically and regularly across the institution’s activities:

The 2007 Foggy Bottom Campus Plan (Zoning Commission for the District of Columbia Zoning Commission Order NO 06-11/06-02) requires that the University shall work with community representatives to form an Advisory Committee for the purpose of fostering consistent communication between the University and the Foggy Bottom and West End communities, discussing issues of mutual interests and proposing solutions to problems that exist or arise in implementing the approved Foggy Bottom Campus Plan. Development sites called for under this plan are presented to the Advisory Committee in advance of public presentations to community stakeholders outlined below.

The 2010 Mount Vernon Campus Plan (Zoning Commission for the District of Columbia Zoning Commission Order 09-19) requires the university to maintain a community liaison program consisting of representatives of the University, Advisory Neighborhood Commission 3D, and the neighborhood.

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

Campaign GW Presentations to Faculty, Staff, Students, and Alumni
Mount Vernon Campus Plan Quarterly Meetings hosted by GW
Foggy Bottom Campus Plan Advisory Committee Meetings hosted by GW
Monthly FRIENDS Meetings/Community Events hosted by GW
Monthly ANC Meeting Attendance by GW Staff
Quarterly FBA Meeting Attendance by GW Staff
Bi-Annual WECA Meeting Attendance by GW Staff
Monthly Advertisements in DC Current Newspapers
Bi-Annual Mailings to zip code 20037 with GW News
*All meetings publicly noticed and open to the public
Partnership with ONE DC to host annual Equitable Development Conference

List of identified community stakeholders:

Students, Faculty, Staff and Alumni of GWU
Advisory Neighborhood Commissions (ANC) 2A and 3D
DC City Council
West End Citizens Association (WECA)
Foggy Bottom Association (FBA)
FRIENDs Group
Local Churches including St. Mary’s Church, St. Patrick’s Episcopal Day School, Western Presbyterian, the United Church, and St. Paul’s Parish
Local Government/NGOs including World Bank, International Monetary Fund (IMF), and State Department
Local Institutions including Kennedy Center, GWU Hospital and United Health Services Inc.
ONE DC

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

Milken Institute School of Public Health – July 25, 2011; Zoning Commission Approval 4-0-1.

GW Museum and the Textile Museum – June 25, 2012; Zoning Commission Approval 4-0-1

Square 75 – February 25, 2013; Zoning Commission Approval 5-0-0 and subsequent City Council Alley Closing Unanimous Approval

Square 77 – July 25, 2013; Zoning Commission Approval 5-0-0 and subsequent City Council Alley Closing Unanimous Approval

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

<http://neighborhood.gwu.edu/>

Participation in Public Policy

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

Yes

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

GW is engaged with public policy leaders on sustainability at the local (District of Columbia) and Federal level. GW's engages in public policy advocacy and advising on a myriad of campus and academic sustainability issues.

GW President Steve Knapp serves on the Governance and Policy Committee of the Steering Committee of the American College and University Presidents Climate Commitment (ACUPCC). The Steering Committee is the chief governing body of the ACUPCC and is responsible for guidance, policy and direction of the ACUPCC. The Governance and Policy Committee reviews and recommends positions that the ACUPCC takes on public policy matters. President Knapp joined fellow members of the ACUPCC to publicly endorse the US Environmental Protection Agency's proposed carbon standards and regulation of carbon pollution from existing power plants in May 2014.

GW's President Knapp supported United States Congressional reauthorization of the University Sustainability Program at the Department of Education in July 2013.

Faculty across GW are regularly called upon by Federal agencies for help in evaluating sustainability opportunities and appear as witnesses before the US Congress. In most cases, these faculty are undertaking this work and sharing their opinions as independent researchers/experts in the field. The GW administration supports these efforts and encourages faculty to engage in public policy.

In 2014, GW's Executive Director of Sustainability served on a panel of three judges to determine the winner of the U.S. governments "Green Gov Awards," gave a keynote address at the White House ceremony honoring award winners, and continues to work with the Council of Environmental Quality to find ways to bring attention to outstanding federal efforts so to encourage more agencies to undertake sustainability goals.

GW provides ongoing input to Washington, D.C. legislators and regulators at all points of developing and reviewing public policy on issues including green buildings, stormwater regulation and permeable space, renewable energy, tree canopy, farmers markets, and bicycle infrastructure. The university's goal is to enable more sustainable infrastructure within the constraints of the District mandated Campus Plan rules.

In May 2012 and April 2014, GW President Knapp wrote the US EPA Administrator in support of green infrastructure as part of the proposals submitted by the DC Water Clean Rivers Project under the terms of the 2005 Consent Decree between the U.S. Environmental Protection Agency (EPA), the U.S. Department of Justice, and the District of Columbia government's Long Term Control Plan.

GW provides intellectual and physical space for policy makers and public managers to create sustainability policy and practice.

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

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

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

<http://www.gwu.edu/government-relations>

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

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

Submission Note:

The Designated Suppliers Program has not been implemented by WRC. It was proposed in 2006 but was put on hold and there is not currently an active effort to get universities to sign on to it. The WRC has had multiple universities reach out to them inquiring about the Program. AASHE may need to update this STARS question accordingly.

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

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

Yes

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

No

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

No

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

<http://licensing.gwu.edu/licensed-vendors>

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution a member of the Healthier Hospitals Initiative?:

No

Is the institution a member of Practice Greenhealth?:

No

A brief description of the hospital's sustainability initiatives:

The "Healthier Happier" campaign launched Fall 2014 in an effort to integrate sustainability into the daily practices of the Hospital. Modeled after the Healthier Hospitals initiative, GW Hospital is proud to be retro-commissioning of the hospital's entire operating facilities, including energy efficient lighting, battery recycling opportunities, use of eco-friendly cleaning chemicals, providing healthier food options, and increased cardboard recycling. GW Hospital is also a member of a smarter purchasing coalition, and an active partner in the Capital Partners Solar Project.

The website URL where information about the hospital's sustainability initiatives is available:

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

GW's GHG emissions were quantified by the university's Office of Sustainability and Facilities Services staff using the Clean Air-Cool Planet (CA-CP) Campus Carbon Calculator (v.6.9). CA-CP is convenient, recommended, comprehensive, and allows for relative ease of comparison since it is used by several hundred other institutes of higher education and also serves as the default tool for GW's GHG reporting through the American College & University Presidents' Climate Commitment (ACUPCC). CA-CP Campus Carbon Calculator's default emissions coefficients were used for all categories except electricity. GW used a custom electric source mix provided by its retail electricity suppliers (RES) rather than the regional figure from the CA-CP Calculator.

GW used an operational control approach to determine the scope of its footprint. The guiding principle of GW's inventory is to include facilities that are owned or leased by the University that house activities and/or personnel that directly contribute to (e.g., classrooms, offices, research laboratories) and/or support (e.g., administrative offices, student medical clinic, and warehouse space) its academic mission. All facilities used for University purposes that are either owned and operated or rented from a third party are included. Buildings GW owns but rents to others were excluded as they do not house GW personnel or activities, and as such, GW does not control consumption patterns in these locations.

Certain assumptions were used in assembling this inventory, including the following:

Metrics for emissions from leased building spaces included certain assumptions, as the University is limited in its ability to track emissions from spaces it does not own/manage. For this metric, emissions were calculated using the following energy estimates in

kBTU/GSF: 45 for warehouses, 83 for classrooms, 93 for offices, and 105 for medical spaces. Energy consumption is allocated as 60% from electricity and 40% from natural gas. These figures were based on existing data from similar buildings and Department of Energy (DOE) Energy Information Administration's (EIA's) 2003 Commercial Buildings Energy Consumption Survey (CBECS) data. DOE-EIA is in the process of conducting its 2012 CBECS data collection and analysis; this is the first CBECS survey since 2003 (2007 CBECS data were not publicly released by DOE-EIA due to data quality/credibility concerns). Per the DOE-EIA, building characteristics microdata for public use will not be available until April 2015. GW will update its kBTU/GSF energy estimates for subsequent GHG inventories once the new CBECS data are available.

Additionally, air travel mileage is not tracked at present, although information on dollars spent is available. Therefore, to develop a mileage figure, dollars spent were converted into miles flown (per AASHE's suggestion). Our air travel mileage is based on the separate dollars spent on international and domestic flights during FY2013, divided by the respective factors of dollars-per-air-mile-traveled for 2012 as tabulated by the Airlines for America (formerly Air Transport Association of America).

The commuting emissions data do not include student travel to/from campus at the beginning/end of each semester. In early 2010, GW performed a comprehensive transportation survey of each population (students, staff, and faculty), to improve upon the 2005 data used in our initial FY2008 GHG inventory. The data for the FY2013 inventory are based on this newer survey and improve data accuracy. GW plans to conduct another comprehensive transportation survey for its next GHG inventory to further improve upon and update the data used for its FY2013 inventory.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	20,539 <i>Metric Tons of CO2 Equivalent</i>	27,492 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	1,885 <i>Metric Tons of CO2 Equivalent</i>	2,592 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	64,198 <i>Metric Tons of CO2 Equivalent</i>	74,980 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>196 Metric Tons of CO2 Equivalent</i>	<i>118 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>4 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>823 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

GW has committed through its Ecosystems Enhancement Strategy to enhance tree canopy and green cover to help increase sequestration potential and outdoor air filtration capacity. In the near term, the university commits to offset the square foot loss of existing tree canopy and green cover from natural causes or campus development with new plantings. GW will do so by factoring green cover into campus development and conducting annual campus tree surveys to measure progress.

Casey Trees, a non-profit organization, performed GW's initial tree inventory. The inventory occurred in two parts, the first was in spring 2009 and covered only the Foggy Bottom Campus. The second occurred in late 2009 and covered the Mount Vernon Campus. Casey Trees surveyed both campus and street trees (city-owned) and gathered information about tree species, size, and location. This information was uploaded into the Forest Service's Street Tree Management Tool for Urban Forest Managers (STRATUM) model and yielded 196 metric tons of carbon dioxide benefit, net of decomposition and maintenance losses.

STRATUM was developed by researchers at the United States Department of Agriculture's Forest Service Center for Urban Forest Research. This model quantifies the structure, function, and value of a city's street trees. This run of the model was calibrated for trees in the Piedmont Climate Zone, which includes Washington, DC and parts of the Mid-Atlantic and Southern states.

One of the tenets of GW's Climate Action Plan is to identify credible local offset programs to offset emissions the university cannot reduce (i.e. air travel for faculty to conferences). As GW works toward its carbon neutrality goals, the university will continue to seek projects to invest in to identify ways to reduce its carbon footprint through local measures.

A brief description of the composting and carbon storage program:

(From OP-23)

Composting & Carbon Storage:
[STARS Reporting Tool](#) | [AASHE](#)

Pre-Consumer Composting -- GW's Mount Vernon Campus dining hall has participated in pre-consumer food waste collection for about five years. Beginning in the fall of 2014, the pre-consumer food waste collection program was expanded to include the JStreet dining hall at the GW Foggy Bottom Campus. JStreet Dining is the main dining hall for the university and serves hundreds of students daily.

Post-Consumer Composting -- GW has post-consumer composting at Pelham Commons, the major dining facility at the Mount Vernon Campus. GW also collects post-consumer compost at designated events. At roughly ten events per year, composting is available. These include large catered events and sporting concessions.

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

GW purchased Green-e certified renewable energy certificates (RECs) for FY2013 (July 1 2012 - June 30, 2013) from 3Degrees, Inc. RECs were purchased to help achieve LEED Gold Certification for campus residence halls and other facilities (Lafayette Hall, Ames Hall, and Smith Center). In total, GW purchased 1,568,000 kWh of RECs in FY2013, which accounted for 1.3% of the university's total electricity consumption in FY2013 and mitigated 823.0 metric tons of CO₂e.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	7,000	6,571
Number of residential employees	27	24
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	21,421	20,108
Full-time equivalent of employees	5,982.50	5,319.50
Full-time equivalent of distance education students	1,766	871

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

GW became the first university in the Washington, D.C. area to join the American College and University Presidents' Climate Commitment (ACUPCC) in 2008. The university, along with more than 660 other higher education institutions, committed to develop a Climate Action Plan for carbon neutrality and to spotlight and support its academic endeavors on climate issues. GW's Climate Action Plan, completed in May 2010, established a 40% carbon footprint reduction target for the institution by FY2025 relative to a FY2008 baseline, and committed to carbon neutrality by FY2040. The baseline year in this survey was thus adopted for FY 2008, during which GW became an ACUPCC signatory and consistent with GW's Climate Action Plan.

Gross floor area of building space, performance year:

7,940,445 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	304,619 <i>Square Feet</i>
Healthcare space	60,000 <i>Square Feet</i>
Other energy intensive space	74,699 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	18,197.50 <i>Metric Tons of CO2 Equivalent</i>
Commuting	11,635 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	370.90 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	6,349 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	10.10 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	25 <i>Metric Tons of CO2 Equivalent</i>

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

- "Other categories" footprint includes biogenic emissions from mobile and stationary combustion.

- "Purchased goods and services" footprint accounts for Scope 3 emissions due solely to the university's paper purchases.
- "Business travel" footprint includes air travel and other directly financed travel.
- "Waste generated in operations" footprint is net for disposal/treatment of solid waste (-103.0) and wastewater (113.1) metric tons of CO₂e.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/3102/>

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

Capital Partners Solar Project:

Capital Partners Solar Project is an innovative renewable energy project that will provide solar power from three project sites to the George Washington University (GW), American University (AU) and the George Washington University Hospital (GWUH). It is comprised of 52 megawatts (MWac) of solar photovoltaic (PV) power.

Collectively, once all three solar farm sites are operable by early 2016, the project will deliver 123,000 MWh of renewable energy to the three partners in its first year, with GW taking approximately 70.4% of the total load (equivalent to about 50% of its total electricity demand). At the time of signing, GW's share represented the largest ever non-utility solar PV power purchase agreement (PPA) in the United States in terms of total megawatt-hours contracted over the life of the 20-year contract term.

This project demonstrates how large organizations in an urban setting can partner to significantly reduce their carbon footprints by receiving offsite solar energy. Supplied by Duke Energy Renewables, the solar power will help all three institutions reduce their carbon footprint significantly, abating approximately 60,000 metric tons of CO₂ compared to conventional electricity. This is equivalent to taking roughly 12,500 cars off the road. In addition, the project will yield economic savings for each institution as the price of traditional power is expected to increase over the duration of the project contract.

This project is a model for other urban institutions that want to meet their electricity needs using renewable energy. The groundbreaking for the first site located in Pasquotank County near Elizabeth City, NC, took place in summer 2014 and the project began to deliver electricity to GW in January 2015. The second and third site locations will be finalized by April 2015, and begin delivering solar power to GW by the start of 2016.

Eco Building Program:

Energy use in existing buildings comprises 80 percent of the university's GHG emissions. In the first years of implementing the Climate Action Plan, GW has prioritized improving building energy efficiency and enhancing IT systems that result in energy use reductions.

GW's Eco Building Program provides a comprehensive capital improvement plan to strategically implement energy and water conservation projects in campus buildings. Implementation of this program will result in a reduction of energy and water consumption and greenhouse gas emissions, and will produce short-term and long-term financial savings. Through these projects, GW aims to reduce energy use from the buildings by 15%.

Within the last 3 years, 30% of GW's buildings (by square footage) have undergone an energy-efficiency oriented retrofit as part of the Eco Building Program. Work will continue in the coming years, with capital projects already scheduled.

On-Site Renewable Energy:

An 18-panel photovoltaic array is operating on a trellis above a walkway, known as the Solar Walk, between two buildings at the Virginia Science and Technology Campus. Below the Solar Walk is the world's first walkable solar-paneled pathway which includes 27 slip-resistant, semitransparent panels comprising 100 square feet. In peak conditions the walkable panels, designed by Spain-based Onyx Solar, generate enough energy to power 450 LED pathway lights, while the panels on the trellis generate energy that feeds nearby Innovation Hall.

On-Site Thermal Hot Water:

The university installed its first solar hot water system in March 2011 on a residence hall at 2031 F St. During the summer of 2011 the university installed two more solar hot water heating systems on residence halls at 1959 E St and Ivory Tower (later renamed Shenkman Hall). A fourth solar hot water system will be installed in spring 2015.

Renewable Energy Credits (RECs):

During the reporting year, the University purchased RECs from local and/or nationwide wind energy farms as a component of LEED certification applications for several new construction projects. A few RECs were also donated by an energy supply firm to offset the natural gas used on Earth Day.

Building Temperature Standards:

GW's design standards include winter and summer temperature ranges for designers of new buildings to achieve. In existing buildings, GW has begun to use Coris Outlet Modules, which are Internet-controlled packaged A/C unit ("window shaker") timers. Programmable thermostats are also employed.

LED Lighting:

GW has used LED lighting in exit signs for many years. At the end of FY11 the university began retrofitting its underground parking garages with LED lighting and occupancy sensors. GW now has five underground parking garages using LED lighting and occupancy sensors. In FY12 GW installed LED lights as house lights in its historic Lisner Auditorium theater. GW is now installing LED lights into a wider range of fixtures including interior and exterior uses.

Occupancy Sensors:

The most common type of occupancy sensor used to control lighting on campus is a dual-technology sensor that detects both motion or sound. These are usually mounted into ceilings of public spaces such as classrooms and conference rooms. In smaller rooms such as public bathrooms a sensor detects motion to bring lights on and then the lights go off again a pre-set amount of time later such as 15 minutes. This application is now switching to the use of vacancy sensors instead. Some daylight sensors are in use in lobbies with a lot of natural light. Most outdoor lighting is controlled by timers or photocells.

Passive Solar:

The University has a few buildings that incorporate passive solar heating. One example is our two greenhouses. Three buildings on GW's campuses -- Ames Hall, Rice Hall, and 45155 Research Place -- include a total of approximately 3,500 square-feet of solar window films to reduce solar incidence into spaces to help prevent overheating, in turn reducing peak air conditioning loads during warmer months of the year.

Cogeneration:

No cogeneration technologies are in use at this time but a new CHP unit in Ross Hall on GW's Foggy Bottom Campus is expected to commence operation in Spring 2015. Start-up of this unit will shortly follow the opening of a new Science and Engineering Hall (SEH). The 5-MW cogeneration unit will supply approximately two-thirds of the combined electricity demand for Ross Hall and SEH, as well as heat for the two buildings.

Building Commissioning/Retrofits:

GW has commissioned all of its new buildings for the past 20 years. While a formal recommissioning program has not been implemented to date, two pilot-scale recommissioning activities have been undertaken. In one building a continuous commissioning project was used for a year and in another LEED-certified building a recommissioning effort was undertaken to correct a higher-than-expected energy usage. A formal building retrofit program is now underway; see its description below under the description of the institution's program to replace energy-consuming equipment with higher-efficiency alternatives.

Energy Metering/Building Management Systems:

The University's building management systems (BMS) currently interconnect 40 buildings with either remote monitoring or control functionality. In terms of the absolute number of buildings with BMSs the coverage is small (~30%) but the buildings with BMSs are the largest buildings on campus so in terms of square footage (or energy usage) the BMS coverage is extensive (~78.5%). The BMS primarily monitors and controls space temperatures, humidity, and HVAC functions rather than lighting. Lighting is generally controlled with local occupancy sensors, daylight sensors, or photocells. One building that opened recently has its lighting system controls integrated into its BMS.

Energy-Efficient Equipment:

Three years ago the University launched its Eco-Building Program to reduce energy usage and GHG emissions in existing buildings. To date three phases of projects have been conducted, covering ten major buildings.

Energy-Efficient Landscape Design:

The University has begun replacing a variety of exterior lighting with LED alternatives. Two other initiatives were described in response to OP-9 where renewable energy sources have been incorporated into the landscape to power LED lights along a pathway and to allow students to recharge their laptops, tablets, and phones.

Vending Machines:

We currently have "SnackMisers" on two vending machines on campus, which control the energy use of the machines based on motion. We piloted twelve of these products, but it was determined that it is not the best fit for GW's vending machines, so we continue to explore additional options.

Other Initiatives:

GW has undertaken several behavior-change initiatives aimed at reducing energy usage and GHG emissions. The Eco-Challenge competition has been used for many years as a way to engage students living on campus in a friendly energy-reducing competition. This competition has expanded to include many academic buildings. There are now two kiosks on campus that display the energy usage of many campus buildings, with a third to be added during the Spring 2015 semester in Science and Engineering Hall.

Outdoor Air Quality

Responsible Party

Janine Helwig

Environmental Management Engineer
Facilities Services

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

GW follows the District of Columbia's Engine Anti-Idling Law, as regulated by 20 DCMR 900. This law limits motor vehicle engines from idling for more than three minutes (five minutes if temperature is below freezing). This law does not apply to private non-commercial passenger vehicles or if engine idling is necessary for the operation of power takeoff equipment (e.g., cement mixers, refrigeration systems, etc.). Signs prohibiting engine idling on the GW campus are posted at all loading docks throughout the campus. Additionally, a written policy prohibiting engine idling is available on the University's policies website at

<http://policy.gwu.edu/>

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

Yes

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

GW compiles a list of all fuel-burning equipment (natural gas-fired or oil-fired) located on each campus within campus boundaries. The equipment inventory includes boilers, emergency generators, fire pumps, water heaters, packaged HVAC units, humidifiers, clothes dryers, and other miscellaneous equipment that burn oil or natural gas. The heat input capacity of all equipment is tracked in British thermal units per hour (BTU/hr) and used to estimate the maximum potential emissions of criteria pollutants in tons per year (TPY) using EPA's AP-42 emission factors for each pollutant (based on equipment type, fuel source, and capacity). Maximum potential emissions assume equipment is used 24 hrs/day and 7 days/week (or 8760 hours/year). Note that all emergency generators are only permitted to operate a maximum of 500 hours/year; thus, maximum potential emissions for generators are based on the maximum limit of 500 hours/year. Since most equipment are not operated continuously, actual emissions are instead determined based on fuel usage by each equipment, rather than operational hours, and it is typical that actual emissions of each pollutant is no more than 7% of the maximum potential emissions. The equipment inventory is maintained frequently to incorporate equipment updates, and annual emissions from the Foggy Bottom Campus are required to be submitted to the District Department of the Environment twice a year.

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

	Weight of Emissions
Nitrogen oxides (NOx)	25.12 <i>Tons</i>
Sulfur oxides (SOx)	2.26 <i>Tons</i>
Carbon monoxide (CO)	17.21 <i>Tons</i>
Particulate matter (PM)	1.88 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	0 <i>Tons</i>
Hazardous air pollutants (HAPs)	0.41 <i>Tons</i>
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	1.83 <i>Tons</i>

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources,

including efforts made during the previous three years:

(1) All of GW's buildings now use natural gas or electric to produce heat. (2) Two absorption chillers that require natural gas to make steam were replaced in Summer 2013 and two steam-turbine-drive chillers with more efficient electric-driven chillers were replaced in Summer 2014. These actions significantly reduced the natural gas used on campus during summer months. (3) Oxygen trim controls were added to the boilers at Gelman Library and Ross Hall over the past two years, which helped reduce emissions from those units. (4) GW has been performing ongoing energy-efficiency work on HVAC systems (e.g., Gelman Library and the Law School) to change constant speed fan motors to variable speed fan motors to make them more efficient, which in turn allows boilers to back-down more often and use less natural gas. (5) GW anticipates the startup of a CHP facility in the next performance year to take advantage of the efficiency associated with this type of system. This system has been under construction for the last few years.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Nancy Giammatteo

Director, Office of Planning and Design Review
Division of Operations

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

Energy use in existing buildings comprises 80 percent of the university's GHG emissions. In the first years of implementing the Climate Action Plan, GW prioritized improving building energy efficiency and enhancing IT systems that result in energy use reductions.

When managing and retrofitting its buildings for sustainability, GW deals with many complexities due to the diversity of buildings. GW owns and operates more than 150 buildings on its three campuses. Some pre-date the turn of the last century, and most require historic preservation during upgrades. The sizes range from less than 10,000 square feet (historic town houses) to more than 200,000 square feet.

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

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

	Yes or No
--	-----------

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

None at this time.

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

7,566,233 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

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

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

7,566,233 Square Feet

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

[Aramark Cleaning Contract.pdf](#)

The date the guidelines or policies were formally adopted:

Jan. 1, 2010

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

The George Washington University has contracted its housekeeping management through ARAMARK as its primary housekeeping service manager. As part of this contract ARAMARK exclusively uses Green Seal certified cleaning practices, which have been used on campus for more than five years.

GW and ARAMARK are in the process of transitioning all of its purchased cleaning products used on campus to "blue cleaning" products that substitute electrically activated water (EAW) for chemicals used previously in its green products (see:

[STARS Reporting Tool](#) | [AASHE](#)

<http://www.aramark.com/PressRoom/PressReleases/ARAMARK-Blue-Cleaning.aspx>

). Please refer to the link above to learn more about ARAMARK's blue cleaning program, and the health and environmental benefits it offers beyond those of existing green cleaning products. Additional links are provided below on the specific blue cleaning technology implemented to date on GW campuses.

In FY13, we made our most significant investment in using blue cleaning EAW solutions in lieu of Green Seal, chemical-based cleaning products. To date GW has installed 8 Orbio machines (see:

<http://www.tennantco.com/am-en/equipment/innovations/innovations/5000-sc>

) and 25+ ec-H2O machines (see:

<http://www.tennantco.com/am-en/equipment/Innovations/Technology/ec-h2o>

) to process tap water into a electrically charged blue cleaning water solution. In addition, GW implemented microfiber cleaning at its Mt. Vernon and Virginia campuses to cut down on use of chemicals and paper-based cleaning cloths/towels. Such measures have reduced GW's total expenditures on cleaning products by more than \$20,000 in FY14 relative to FY12.

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

GW is currently pursuing a campus-wide energy efficiency program for existing buildings called the Eco-Building program.

<http://innovation.gwu.edu/building-energy-efficiency>

The Eco-Building Program proposes a comprehensive capital improvement plan to strategically implement energy conservation projects in campus buildings. Implementation of this program will result in a reduction of energy consumption and greenhouse gas emissions, and will produce short-term and long-term financial savings. Through these projects, GW aims to reduce energy use from the buildings by 15%.

GW has also engaged a number of energy services companies to more closely monitor and manage the real-time energy use of our buildings and to employ demand response more effectively.

In addition, all on-campus buildings are cleaned using green cleaning techniques and are transitioning to blue cleaning techniques. The university has been certified by a third-party organization for its green cleaning techniques used at the Mount Vernon and Foggy Bottom Campuses.

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

<http://sustainability.gwu.edu/green-building>

Building Design and Construction

Responsible Party

Nancy Giammatteo

Director, Office of Planning and Design Review
Division of Operations

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

South Hall 2010 (gold) 214,346 sf
 West Hall 2010 (gold) 139,591 sf
 Lafayette Hall 2012 (gold) 36,035 sf
 Smith Center 2012 (gold) 129,302 sf
 Ames Hall 2012 (gold) 55,713 sf
 Law Clinic 2014 (gold) 27,651 sf
 Ross Hall 2014 (gold) 34,930 sf
 Museum Conservation Center 2014 (silver) 55,050 sf
 LLC and G St Garage 2014 (silver) 37,658 sf
 School of Public Health 2014 (platinum) 130,807 sf
 GW Museum 2014 (gold) 50,394 sf

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

911,477 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>92,708 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>687,962 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>130,807 Square Feet</i>

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

	Certified Floor Area

Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

0 Square Feet

A copy of the guidelines or policies :

[GW Design Standards 01012011.pdf](#)

The date the guidelines or policies were adopted:

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

GW's Amsterdam Hall (formerly called New Hall) was built in accordance to green standards prior to the widespread adoption of the LEED standards. This building came online in 1997.

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

It is university policy to achieve at least LEED Silver status for all new construction and major renovations. This has been achieved since the policy was adopted in 2009 by earning one LEED Platinum certification, eight LEED Gold certifications, and two LEED Silver certifications from USGBC .

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

<http://sustainability.gwu.edu/green-building>

Responsible Party

Nancy Giammatteo

Director, Office of Planning and Design Review
Division of Operations

Criteria

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

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

861,083 *Square Feet*

Gross floor area of building space:

7,566,233 *Square Feet*

A brief description of the institution's indoor air quality program(s):

The University requires that all LEED certified projects achieve the following credits: IEQ 1 (Outdoor Air Delivery Monitoring), IEQ 3.1 & 3.2 (Construction IAQ Mgmt Plan - During Construction and Before Occupancy), IEQ 4.1, 4.2 & 4.3 (Low-Emitting Adhesives, Sealants, Paints, Coatings, and Flooring), IEQ 5 (Chemical and Pollutant Source Control) and IEQ 7.1 & 7.2 (Thermal Comfort Design and Verification Survey).

As part of GW's Ecosystems Enhancement Strategy, GW has committed to promoting healthy air and climate within the buildings on its campuses, in the Chesapeake region, and across its global footprint. One way of doing this is to enhance the livability of indoor space and increasing indoor air filtration capacity.

Under this goal, GW will enhance the livability of indoor space and increase indoor air filtration capacity in university-owned and operated buildings. One indicator to measure progress toward this target is the number of plantings in indoor spaces. The university is exploring potential tactics to achieve this target including:

- 1) Encourage the adoption of interior green spaces (such as living walls and biophyllic design) in new construction and major renovation design.
- 2) Encourage the adoption of potted plants or other greenery as part of the Green Office Network.

- 3) Purchase materials and equipment comprised of non-toxic or less toxic components (e.g., low volatile organic compounds (VOC) carpets and paints, green cleaning products, Green Guard/Green Seal products, FloorScore hard surface flooring, Green Label carpeting).
- 4) Achieve Indoor Environmental Quality (IEQ) LEED credit 3.2 where the intent is “to reduce indoor air quality problems resulting from construction or renovation to promote the comfort and well-being of construction workers and building occupants” in projects where LEED certification is targeted.
- 5) Assess air handling & filtration technology.
- 6) Ensure HVAC systems are properly maintained (regular filter change, coils cleaning and repair of damaged parts).
- 7) Maintain and evaluate a green or blue cleaning program.
- 8) Ensure interior spaces are properly sealed off during building construction/renovation projects.

The website URL where information about the institution’s indoor air quality program(s) is available:

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Ronda Chapman-Duer

Sustainability Project Facilitator

Division of Operations

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

The 9.67% was calculated by GW student researchers with support from Sodexo based on the Real Food Calculator which is a tool provided and managed by the Real Food Challenge organization.

<http://calculator.realfoodchallenge.org>

<http://www.realfoodchallenge.org>

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

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

9.67

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

[AASHE product list.xlsx](#)

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

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

0

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

NA

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

GW signed on to the Real Food Campus Commitment in April 2014. The university has committed to procuring 20% 'Real Food' by 2020. This challenge campaign and associated calculator tool will be implemented to track sustainable food and beverage purchasing efforts based on our 2012/13 baseline assessment. This effort will not only increase the transparency of food served on campus, but provide educational and professional development opportunities for students throughout the years ahead.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

The Real Food Calculator tool is the method used to determine annual purchases of sustainable foods for the student dining program.

Total annual food and beverage expenditures:

941,937 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	No	No
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	---
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No

Signatory of the Real Food Campus Commitment (U.S.)

Yes

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

<http://gwtoday.gwu.edu/university-joins-real-food-challenge-earth-day-celebration>

Low Impact Dining

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

33.80

A brief description of the methodology used to track/inventory expenditures on animal products:

Percentage is expenditures for animal products divided by total food spend.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

GW has numerous venues in which vegan options are offered on a daily basis. Pesto, Greenfield's, Thyme, Bamboo, and Metro Diner offer daily vegan options in the central eateries provided by Sodexo.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

Participating in the Meatless Monday program. Meatless Mondays take place in J Street and Pelham Commons. Vegetarian meals are highlighted and students are educated about the benefits of going meatless. Animal agriculture has been implicated by the United Nations as one of the top contributors to global environmental problems, due to its vast use of water, land, and fossil fuels, and high carbon dioxide and methane emissions. Prominent environmental organizations have advocated for reduced meat consumption. According to Environmental Defense Fund, “If every American skipped one meal of chicken per week and substituted vegetables and grains...the carbon dioxide savings would be the same as taking more than half a million cars off of U.S. roads.” Meatless Mondays at GW is a partnership between Sodexo, Campus Support Services and the Office of Sustainability.

The website URL where information about where information about the vegan dining program is available:

<http://www.gwcampusdining.com/>

Annual dining services expenditures on food:

941,937 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

318,374 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

18,152 US/Canadian \$

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 climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Doug Spengel

Manager, Energy and Environment Program
Operations

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

Energy use in existing buildings comprises approximately 80 percent of the university's GHG emissions. In the first years of implementing the Climate Action Plan, GW has prioritized improving building energy efficiency and enhancing IT systems that result in energy use reductions.

GW's Eco Building Program provides a comprehensive capital improvement plan to strategically implement energy and water conservation projects in campus buildings. Implementation of this program will result in a reduction of energy and water consumption and greenhouse gas emissions, and will produce short-term and long-term financial savings. Through these projects, GW aims to reduce energy use from the buildings by 15%.

Within the last 3 years, 30% of GW's buildings (by square footage) have undergone an energy-efficiency oriented retrofit as part of the Eco Building Program. That trend is poised to continue in the coming years, with capital projects already scheduled.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	851,461.50 <i>MMBtu</i>	975,741.30 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	382,222.20 MMBtu	387,626.70 MMBtu
District steam/hot water	0 MMBtu	0 MMBtu

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,050,200 Gross Square Feet	7,315,674 Gross Square Feet

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	304,619 Square Feet
Healthcare space	61,600 Square Feet
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	4,120
Cooling degree days	1,724

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the building energy consumption baseline was adopted:

GW became the first university in the Washington, D.C., area to join the American College and University Presidents' Climate Commitment (ACUPCC) in 2008. The university, along with more than 660 other higher education institutions, committed to develop a Climate Action Plan for carbon neutrality and to spotlight and support its academic endeavors on climate issues. GW's Climate Action Plan, completed in May 2010, established a 40% carbon footprint reduction target for the institution by FY2025 relative to a FY2008 baseline, and committed to carbon neutrality by FY2040. The baseline year was thus adopted for FY 2008, during which GW became an ACUPCC signatory and consistent with GW's Climate Action Plan.

A brief description of any building temperature standards employed by the institution:

GW's design standards include winter and summer temperature ranges for designers of new buildings to achieve. In existing buildings, GW has begun to use Coris Outlet Modules, which are Internet-controlled packaged A/C unit ("window shaker") timers. Programmable thermostats are also employed.

A brief description of any light emitting diode (LED) lighting employed by the institution:

GW has used LED lighting in exit signs for many years. At the end of FY11 the university began retrofitting its underground parking garages with LED lighting and occupancy sensors. GW now has five underground parking garages using LED lighting and occupancy sensors. In FY12 GW installed LED lights as house lights in its historic Lisner Auditorium theater. GW is now installing LED lights into a wider range of fixtures including interior and exterior uses.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

The most common type of occupancy sensor used to control lighting on campus is a dual-technology sensor that detects both motion or sound. These are usually mounted into ceilings of public spaces such as classrooms and conference rooms. In smaller rooms such as public bathrooms a sensor detects motion to bring lights on and then the lights go off again a pre-set amount of time later such as 15 minutes. This application is now switching to the use of vacancy sensors instead. Some daylight sensors are in use in lobbies with a lot of natural light. Most outdoor lighting is controlled by timers or photocells.

A brief description of any passive solar heating employed by the institution:

Several buildings at GW incorporate passive solar heating, such as our two greenhouses. Approximately 3,500 square feet of solar window films have also been installed on three campus facilities: Ames Hall, Rice Hall, and 45155 Research Place (Virginia Science & Technology Campus). The window films reduce solar incidence to help prevent overheating in interior spaces, which both improves occupant comfort and decreases GW's energy demand for air conditioning during warmer months of the year.

A brief description of any ground-source heat pumps employed by the institution:

The University built one fraternity house that used ground-source heat pumps but has since sold it to the fraternity so it is no longer in our portfolio.

A brief description of any cogeneration technologies employed by the institution:

No cogeneration technologies are in use at this time. However, construction has begun on a new cogeneration unit on GW's Foggy Bottom Campus that will provide power to Ross Hall and Science & Engineering Hall. The 5-MW cogeneration unit is expected to start-up by the end of 2015 and is projected to supply approximately two-thirds of the energy consumed by those two buildings.

A brief description of any building recommissioning or retrofit program employed by the institution:

GW has commissioned all of its new buildings for the past 20 years. While a formal recommissioning program has not been implemented to date, two pilot-scale recommissioning activities have been undertaken. In one building a continuous commissioning project was used for a year and in another LEED-certified building a recommissioning effort was undertaken to correct a higher-than-expected energy usage. A formal building retrofit program is now underway; see its description below under the description of the institution's program to replace energy-consuming equipment with higher-efficiency alternatives.

A brief description of any energy metering and management systems employed by the institution:

The University's building management systems (BMS) currently interconnect 40 buildings with either remote monitoring or control functionality. In terms of the absolute number of buildings with BMSs, the coverage is small (~30%), but in terms of square footage the BMS coverage is extensive (~78.5%). The BMS primarily monitors and controls space temperatures, humidity, and HVAC functions rather than lighting. Lighting is generally controlled with local occupancy sensors, daylight sensors, or photocells. One building that opened recently has its lighting system controls integrated into its BMS.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

Three years ago the University launched its Eco Building Program to reduce energy usage and GHG emissions in existing buildings. To date three phases of projects have been conducted, covering ten major buildings.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

The University has begun replacing a variety of exterior lighting with LED alternatives. Two other initiatives were described in response to OP-9 where renewable energy sources have been incorporated into the landscape to power LED lights along a pathway and to allow students to recharge their laptops, tablets, and phones.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

We currently have "SnackMisers" on two vending machines on campus, which control the energy use of the machines based on motion. We piloted twelve of these products, but it was determined that it is not the best fit for GW's vending machines, so we continue to explore additional options.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

GW has undertaken several behavior-change initiatives aimed at reducing energy usage and GHG emissions. The Eco Challenge competition has been used for many years as a way to engage students living on campus in a friendly energy-reducing competition. This competition has expanded to include many academic buildings. There are now two kiosks on campus that display the energy usage of many campus buildings, with a third to be added during the Spring 2015 semester.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<http://sustainability.gwu.edu/climate-energy>

Responsible Party

Doug Spengel

Manager, Energy and Environment Program
Operations

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

Submission Note:

With the main campus located in a dense urban area, on-site clean energy generation and carbon sequestration options are limited. However, GW is committed to leveraging its urban campuses in the District of Columbia and its Northern Virginia campus to pilot innovative green energy generation and sequestration options that can help reduce carbon emissions, both for the university directly and for its community.

New discoveries, equipment and systems for green energy and carbon sequestration are emerging at a rapid pace, but require testing and improvements. The university is using its campuses as testing grounds for new technologies and integrate the performance of these options into learning and research opportunities for students and faculty as appropriate. As part of this innovation strategy GW targets a 1,000 MTCO₂e reduction in its emissions by 2025 through use of on-campus clean energy sources. Additionally, the university aims to produce 10 percent of its energy needs through on-site low-carbon technologies by 2040.

Many contributors to the GW carbon footprint are out of the university’s direct control. As a single player in a complex system GW realizes it cannot reach carbon neutrality independently or in isolation of other entities affecting carbon emissions for the D.C. area. The university is forging partnerships with other institutions in the Washington, D.C. community to both achieve GW’s own targets and assist the region in reducing its carbon emissions as well. The university is working with partners to decrease the carbon intensity of its electricity fuel mix, as evidenced by the Capital Partners Solar Project, which began to come on line in January 2015.

<http://gwtoday.gwu.edu/university-announces-capital-partners-solar-project>

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

Clean and renewable energy from the following sources::

	Performance Year
--	------------------

Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	16.50 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	754.80 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	15,368.30 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	15,368.30 <i>MMBtu</i>

Total energy consumption, performance year:

851,461.50 *MMBtu*

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

An 18-panel photovoltaic array is operating on a trellis above a walkway, known as the Solar Walk, between two buildings at the Virginia Science and Technology Campus. Below the Solar Walk is the world’s first walkable solar-paneled pathway which includes 27 slip-resistant, semitransparent panels comprising 100 square feet. In peak conditions the walkable panels, designed by Spain-based Onyx Solar, generate enough energy to power 450 LED pathway lights, while the panels on the trellis generate energy that feeds nearby Innovation Hall. The energy production figure shown in Option 1 above is for these devices.

On GW's Foggy Bottom Campus, a solar table was proposed and installed by students, led by sophomore Ben Pryde. The solar table is capable of fueling the equivalent of eight laptops for nearly seven days. Installed on a plaza between 21st and 22nd streets and F and G streets, the six-foot-long table is made of rain-resistant plywood and aluminum, with a layered tabletop of plywood and a 280-watt solar panel covered with Plexiglas. Devices like cell phones and laptops can be placed on the table and plugged into one of its eight 120-volt outlets. Power produced from this table is not metered.

The university also has several signs that are lighted at night using solar energy collected and stored during the day. These signs are also not metered.

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

The university installed its first solar thermal hot water system in March 2011 on a residence hall at 2031 F St. (formerly Building JJ). During the summer of 2011, GW installed two more solar hot water heating systems on residence halls at 1959 E St. and Ivory Tower (later renamed Shenkman Hall). The energy production figure shown in Option 2 above is for all three of these systems. A fourth solar hot water system will be installed in spring 2015.

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

During the reporting year, the University purchased RECs from local and/or nationwide wind energy farms as a component of LEED certification applications for several new construction projects. Starting in January 2015, the University began receiving solar energy purchased directly on our behalf from an off-site solar energy farm.

A brief description of the RECs and/or similar renewable energy products:

During the reporting year, the University purchased RECs from local and/or nationwide wind energy farms as a component of LEED certification applications for several new construction projects. A few RECs were also donated by an energy supply firm to offset the natural gas used on Earth Day.

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

<http://gwtoday.gwu.edu/aroundcampus/threesolarthermalsystems inplaceatgw>

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
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

The 7.5 acres managed through a sustainable grounds program is exclusive to the downtown Foggy Bottom campus. The remaining campuses, VSTC and MVC will be transitioning to the sustainable management approach over the course of 2015.

Of the 200 acres of the total campus area, the roughly 67 acres unaccounted for in the above calculations can be attributed to hardscapes, artificial turf fields, and outdoor sport courts.

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	200 Acres
Footprint of the institution's buildings	53 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	80 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	7.50 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

[Grounds IPM 2014.docx](#)

The IPM plan :

The George Washington University Integrated Pest Management Plan

1. The Integrated Pest Management (IPM) Plan for GW grounds applies to all three GW campuses: the Virginia Science and Technology Campus (VSTC), the Mount Vernon Campus (MVC), and the downtown Foggy Bottom campus.
2. GW grounds IPM plan adheres to the following four-tiered approach: 1. Set action Thresholds, 2. Monitor and identify pests, 3. Prevention, 4, Control.
3. Applicability- This applies to all cultivated grounds on all GW campuses.

4. All 7.5 acres of the Foggy Bottom campus grounds are covered by our IPM plan.

A brief summary of the institution's approach to sustainable landscape management:

At George Washington University, we strive to manage our landscapes in a responsible, sustainable, and well thought out manner. Aesthetics and appearance are always important factors on a university campus, but our main goal is to improve the health of the campus ecosystem and maximize usability for the campus community.

To attain this goal, we have begun a variety of sustainable landscaping programs. These programs include Grass to Gardens, Pollinator Gardening, Edible Landscaping, Pesticide Free Landscaping, and a commitment to the Tenets of Xeriscaping.

Grass to Gardens is an effort to replace unusable patches of turf with native plant beds that will reduce runoff, bolster biodiversity, attract native invertebrates, and improve soil health. The native beds also reduce labor and noise pollution associated with mowing and other turf maintenance activities. Eliminating these unusable turf areas also allows us to focus on large, usable turf that can be used by the university community.

Our Pollinator Gardening program involves rehabilitating aging landscape beds with native flowering shrubs and perennials that provide food and forage for birds and invertebrates. These beds are strategically placed throughout campus to create a greenway, allowing pollinators to move through campus as they forage for pollen.

Our Edible Landscaping program uses annual and perennial edible plant material to create aesthetically pleasing, edible garden beds throughout campus. We grow Rhubarb, Hops, Basil, Peppers, Rosemary, Thyme, Lemongrass, and Pineapple Sage in display beds throughout campus. The edibles are then harvested by the Grounds Department and distributed biweekly to the university community during our Herb Giveaways.

Our campus is also Pesticide-Free, allowing for unrestricted use and enjoyment of the university community. This year we began a beneficial insect program to create native populations of beneficial insects to combat common plant pests such as aphids, scale insects, and mites. This program will continue to expand over the coming years as we gather data and begin to find the most effective methods of biologic control for plant pathogens. Not applying pesticides also helps to bolster our efforts to increase biodiversity and create an edible landscape.

The Tenets of Xeriscaping serve as a framework for all of our plantings on campus. Basically, Xeriscaping entails planting the right plant in the right place. By identifying microclimates and choosing site appropriate plant material, we can reduce water usage, improve stormwater infiltration, increase aesthetic appeal, and reduce labor. All of these results are extremely beneficial to our Grounds Management program and the campus ecosystem.

Overall, sustainability is the cornerstone of our Landscape Management philosophy. Our goal is to create a living, regenerative ecosystem on our urban campus. This goal is only able to be accomplished through prudent, environmentally responsible landscaping.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

GW released a groundbreaking Ecosystems Enhancement Plan in Spring 2012. This plan includes targets and goals for increasing and enhancing biodiversity on campus. GW is committed to enhancing the biological richness/diversity of the campus and is targeting to create design guidelines around outdoor space that are habitat friendly and promote non-invasive plants. The university plans to;

1) Conduct a habitat assessment (through classes)

- 2) Encourage native/adaptive/non-invasive/drought-resistant plantings and pro-habitat landscaping practices using the following criteria for plantings - appearance, adaptability, security and survivability
- 3) Partner with local NGOs to raise awareness about local urban ecosystems, indigenous species and preservation tactics. (E.g. Casey Trees)
- 4) Reduce the number of annuals planted
- 5) Place more bird houses around campus
- 6) Encourage use of systemic and pre-emergent pesticides
- 7) Encourage use of natural predators to manage pests
- 8) Connect campuses to green ways within the region

The GW Office of Sustainability works closely with the GW Grounds team on enhancing the sustainability of the landscaping on campus. At the time of submission the Office is working with stakeholders on campus to draft a grounds policy to layout a framework for plant selection. This policy aside, the Grounds Team is very attune to using native and adaptive plants on campus already, and often prioritizes them over invasive species. In addition, in conjunction with a GW student and apiarist, the team planted pollinator friendly plants on campus during Earth Week designed to help provide additional food for the apiaries on campus.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

On-site composting is currently performed in two locations on the main campus. The first location is behind 2109 F Street where two composters are used for grass clippings and leaves from the surrounding green space. The second location is the on-site community garden near Ross Hall where a composter is used for the garden waste. In addition, we have installed a 30-yard compactor for landscape waste.

A brief description of the institution's organic soils management practices:

Conserving and improving soil health on campus is a necessary step when creating a sustainable landscape. Our soils are tested periodically to ensure proper pH, CEC, and nutrient content to promote vigorous plant growth, stop unneeded fertilization, and inhibit the leaching of nutrients such as Phosphorus into runoff water. These tests are essential to ensure that environmentally damaging nutrients are not entering the sewer system during large scale storm events.

Organic matter is incorporated into the soil to reduce compaction and improve soil health in turf areas and landscape beds. Using organic material in lieu of conventional turf fertilizers reduces harmful runoff and creates an environment for beneficial soil fungi and bacteria to thrive. These beneficial fungi and bacteria increase the soils ability to hold plant available nutrients and sequester harmful compounds from leaching into the groundwater.

The majority of our soil on campus is located in planting beds adjacent to buildings, and was brought to campus during construction. This creates a relatively uniform soil profile throughout campus, which is beneficial to our soil management program, but also results in compaction and poor soil composition due to the incorporation of backfill. To address this issue, we once again must incorporate organic matter into the soil to create a naturally balanced and beneficial root zone for plant material. Proper soil management is the cornerstone of a sustainable campus landscape and has profound effects on plant and ecosystem health.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

To attain our goal of creating a regenerative, sustainable landscape on campus, we make every effort to use environmentally preferable materials in all landscaping projects. These include native plants, locally sourced plant material, reusable/recyclable packaging material, permeable pavers, rain barrels, weather sensing irrigation controllers, biologic controls for plant pathogens, and Low Impact Development (LID) procedures on all new construction projects.

Our native plants are all locally sourced, and the pots are reused by the Horticulturist to propagate and divide seedlings and cuttings to increase plant populations on campus. By cultivating and propagating plant material from campus, we are increasing biodiversity and genetic diversity in our plant populations.

Our IPM program, which includes beneficial insect releases, has eliminated the need for pesticides on campus. This program will become more and more effective as further research is done to identify the best times for releases and monitoring the beneficial insect populations existing on campus. This program also goes hand in hand with our efforts to increase biodiversity and native invertebrate populations on campus.

The university has made a commitment to attain at a minimum LEED Silver certification on all new construction projects on campus. These sites all feature permeable pavers, drip irrigation, and other LID features to manage stormwater runoff and reduce the environmental impact of the site. Square 80, our SITES Sustainable Landscape also features a large underground cistern powered irrigation system which captures and reuses all rainwater on the site. This commitment to sustainable development also results in a large number of green roofs on campus to save energy and insulate the buildings.

Large amount of biomass and other landscape debris are disposed of through Recycled Green. We collect all of our organic landscape waste and put it in a specific dumpster which is collected and composted by Recycled Green. This prevents the damaging side effects of disposing organic material in a conventional waste stream. All of the nutrients inside of the plant material are reused in compost, as opposed to leaching into the groundwater as they decompose in a landfill.

The majority of irrigation on campus is done by hand, but we have begun to retrofit our existing conventional irrigation systems with smart controllers and low volume rotor head sprinklers to avoid water waste. The smart controllers monitor weather conditions, rainfall, and wind to increase, decrease, or eliminate watering cycles on a given day. Overall these irrigation improvements have created a very positive effect and eliminated problems, such as overspray onto pedestrians on windy days and systems running during rain storms.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Restoring and protecting the natural hydrologic cycles on campus is an intrinsic part of our sustainable grounds maintenance program. Expansion and construction on an urban campus tend to decrease permeable surfaces and have a detrimental effect on how water moves through the ecosystem. Our commitment to environmentally conscious expansion includes the use of permeable paving material, green roofs, rain barrels, and native plantings to increase rainwater infiltration and reduce nonpoint source pollutants from entering the Potomac Watershed.

Permeable pavers are used throughout campus and serve to create areas for public use and enjoyment without causing a spike in effective imperviousness and disruption to the natural hydrology of the ecosystem. These pavers reduce sheet flow during large rain events and allow the water to infiltrate into the groundwater or be collected for irrigation use. In combination with our vegetated rooftops and cistern powered irrigation systems, the university is capturing and utilizing rainwater to improve aesthetics, reduce runoff, and protect adjacent watersheds.

Native, site appropriate plant material is used throughout campus to improve water percolation through landscape beds. The roots of these plants push through the soil and create a healthy rhizosphere, which increases beneficial soil organisms and battles compaction. A thriving rhizosphere also promotes better plant health and creates a living filter for nonpoint source pollutants that can leach through normal landscaping beds.

Our sustainable landscape management practices are all linked together by our goal of creating a living, regenerative, ecosystem on campus. Protecting naturally occurring biologic cycles is not only beneficial to the environment, it also results in thriving, aesthetically pleasing landscape beds. Through prudent planning and an understanding of ecosystem interactions, we are able to create a usable, beautiful, and sustainable campus landscape for generations of future students and community members.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

When absolutely necessary, and when human safety is in question, GW applies Landscapers Choice with Calcium Magnesium Acetate (CMA). CMA is an alternative deicer that has fewer environmental impacts than road salt.

A brief description of any certified and/or protected areas:

Joining only 30 other projects in the world, George Washington University's Square 80 officially received recognition on February 4th as a Certified Sustainable Sites (SITES™) project.

The Square 80 courtyard replaces an existing parking lot and service alleys with an urban plaza, expansive lawn, ornamental tree grove, extensive pedestrian network and an outdoor classroom for GW's new Sustainable Landscape program. Utilizing multiple Low Impact Development (LID) techniques, 90% of on-site stormwater runoff is retained. Sustainable project elements include: biofiltration planters, native plant material, pervious pavers, cisterns and rain barrel to capture overflow water and roof top rainwater for irrigation purposes and to use in the recycled sculptural water feature. Finally, the design includes the use of a rain garden and bioswale filtration in between the two residence halls.

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

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

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
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

Mark Ellis

Sustainability Project Facilitator

Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

GW does not have a formal electronics purchasing policy. However, as part of GW Procurement Department's "Quick Tips", if an office must purchase new (or used) appliances and equipment (printers, copiers, microwaves, etc.), purchasers at the university are recommended to only purchase EnergyStar or EPEAT certified models.

Through GW's Ecosystems Enhancement Strategy, the university commits to drafting procurement strategies that emphasize sourcing energy efficient, lower carbon footprint, and/or non-ozone depleting products, including EPEAT designated products.

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

Despite the absence of a formal policy to only purchase computer and related electronic devices meeting a specific EPEAT standard, in practice most machines GW purchases are models listed as EPEAT Gold level. For non-computer devices, Energy Star rated items are suggested and purchased in virtually all situations.

This initiative directly impacts goals and targets set forth in The George Washington Ecosystems Enhancement Strategy, which was released November 2012. This Strategy calls for the university to source products that reduce the impact on biodiversity, climate and water. As a large urban university, GW purchases a significant volume of products to support its faculty, staff and student community. Sourcing raw material inputs, processing and manufacturing paper and transporting it to GW impacts natural, human and economic capital on a global scale.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	30,313 US/Canadian \$
EPEAT Gold	3,566,084 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

4,743,149 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://procurement.gwu.edu/sites/procurement.gwu.edu/files/downloads/November%202011%20News_1.pdf

Cleaning Products Purchasing

Responsible Party

Mark Ellis

Sustainability Project Facilitator

Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

This initiative directly impacts goals and targets set forth in the George Washington Ecosystems Enhancement Strategy, which was released November 2012. This Strategy calls for the university to source products that reduce the impact on biodiversity, climate and water. As a large urban university, GW purchases a significant volume of products to support its faculty, staff and student community. Sourcing raw material inputs, processing and manufacturing paper and transporting it to GW impacts natural, human and economic capital on a global scale.

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

The George Washington University has contracted its housekeeping management through ARAMARK as its primary housekeeping service manager. As part of this contract ARAMARK exclusively uses Green Seal certified cleaning practices, which have been used on campus for more than five years.

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

GW and ARAMARK are in the process of transitioning all of its purchased cleaning products used on campus to "blue cleaning" products that substitute electrically activated water (EAW) for chemicals used previously in its green products (see:

<http://www.aramark.com/PressRoom/PressReleases/ARAMARK-Blue-Cleaning.aspx>

). Please refer to the link above to learn more about ARAMARK's blue cleaning program, and the health and environmental benefits it offers beyond those of existing green cleaning products. Additional links are provided below on the specific blue cleaning technology implemented to date on GW campuses.

In FY13, we made our most significant investment in using blue cleaning EAW solutions in lieu of Green Seal, chemical-based cleaning products. To date GW has installed 8 Orbio machines (see:

<http://www.tennantco.com/am-en/equipment/innovations/innovations/5000-sc>

) and 25+ ec-H2O machines (see:

<http://www.tennantco.com/am-en/equipment/Innovations/Technology/ec-h2o>

) to process tap water into a electrically charged blue cleaning water solution. In addition, GW implemented microfiber cleaning at its Mt. Vernon and Virginia campuses to cut down on use of chemicals and paper-based cleaning cloths/towels. Such measures have reduced GW's total expenditures on cleaning products by more than \$20,000 in FY14 relative to FY12.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

20,111 US/Canadian \$

Total expenditures on cleaning and janitorial products:

20,111 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

A brief description of the institution’s low-impact, ecological cleaning program:

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

[Aramark Cleaning Contract.pdf](#)

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

Contract, Exhibit B1:

Whenever possible, ARAMARK will utilize the latest cleaning technology in providing housekeeping services. This includes Blue and Green Cleaning techniques and the utilization of Orbio™ and ActiveIon™.

ARAMARK will achieve and maintain CIMS (Cleaning Industry Management Standard) certification for all three Campuses. The certification will coincide with the execution of this Agreement. The CIMS certification is not transferable to GWU if ARAMARK is no longer providing the Services to the University.

The website URL where information about the institution’s green cleaning initiatives is available:

<http://www.aramark.com/PressContent.aspx?id=1218>

Office Paper Purchasing

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

This initiative directly impacts goals and targets set forth in The George Washington Ecosystems Enhancement Strategy, which was released November 2012. This Strategy calls for the university to source products that reduce the impact on biodiversity, climate and water. As a large urban university, GW purchases a significant volume of products to support its faculty, staff and student community. Sourcing raw material inputs, processing and manufacturing paper and transporting it to GW impacts natural, human and economic capital on a global scale. In addition to the sustainable paper procurement initiative, eco-friendly procurement strategies are targeted for electronics and water by 2015.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

GW's Office of Sustainability and Procurement Department have partnered to implement a sustainable paper procurement program which stipulates that all office print & copy paper procured by GW employees through "iBuy", GW's internal online purchasing system for most [STARS Reporting Tool](#) | [AASHE](#)

of the university's major purchase categories, must contain at least 30% recycled fiber content.

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

GW's Office of Sustainability and Procurement Department have partnered to implement a sustainable paper procurement initiative. Beginning in 2013, virgin (0% recycled content) paper was removed from "iBuy", GW's online system for ordering the university's most commonly purchased products. Instead, users have the choice between paper comprised of 30%, 50% and 100% recycled fiber content. When GW personnel log in to its iBuy purchasing system, only those office and copy paper products with 30% or greater recycled content are available for purchase. The vast majority of all paper purchased at GW is made via iBuy from Staples Inc.

To help offices choose which paper is best for them, a balanced scorecard tool for paper purchasing has been created that provides users with additional information on environmental and social characteristics of paper processing so that the purchase decision can be made on sustainability attributes in addition to traditionally used price and quality dimensions. The scorecard evaluates paper products by economic, environmental and social factors, such as meeting fair labor standards.

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	108,053.10 US/Canadian \$
50-69 percent	2,978.54 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	35,389.60 US/Canadian \$

Total expenditures on office paper :

270,308.20 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://gwtoday.gwu.edu/gw-switches-recycled-paper-0>

Inclusive and Local Purchasing

Responsible Party

Donna Ginter

Executive Director

Procurement and Travel Services

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

GW tracks diversity and local spend via Tableau. A copy of the spend analysis for the last three fiscal years is attached. GW recognizes the SBA categorization of businesses, as well as the Certified business categories as established by the District of Columbia, State of Maryland and Commonwealth of Virginia.

Moving forward, the President's Council on Diversity and Inclusion will evaluate the university's existing contracts with local, underrepresented communities within the District. Based on findings, which are anticipated to be fairly limited, an intentional action will be undertaken to increase the numbers of minority and women-owned businesses located within and supporting low-income areas.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

[GW Diversity Spend - FY12 to Present.jpg](#)

The policy, guidelines or directive governing inclusive and local purchasing:

In lieu of attaching a file above outlining our policy, which is outlined below here, a fiscal year spend summary was uploaded to document and verify the percentage of the university's total purchases from disadvantaged businesses, social enterprises, and/or local community-based businesses requested in separate query field below.

Per GW's Standard Terms & Conditions (for supplier contracts):

Section C5. Supplier Diversity Initiative Program (MBE/WBE).

The University voluntarily maintains a Supplier Diversity Initiative Program as part of its efforts to increase participation of minority and women vendors (MBE/WBE). GW seeks to achieve this goal through primary and second-tier suppliers. All primary suppliers must submit a plan with their bids, indicating how they intend to use minority and women vendors as their second-tier suppliers. Each plan will be evaluated based on good-faith efforts and will consider the following factors:

- Availability of minority/women vendors who can supply the goods and services requested in the bid documents
- Competitiveness of the prospective second-tier suppliers.

The use of local minority and women-owned businesses strengthens our commitment to the local community. In all cases, however, it is expected that the vendors meet the criteria relating to price, service, and delivery. Supplier diversity will be one, but not the sole, consideration in all contract awards. Ultimately it will be left to the discretion of the primary supplier as to which second-tier suppliers it uses. When a contract is awarded, the supplier is required to maintain its second-tier effort and to submit monthly reports on its progress.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

44.08

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://www.financeoffice.gwu.edu/procurement/Documents/PDF/termsandcond.pdf>

Life Cycle Cost Analysis

Responsible Party

Donna Ginter

Executive Director

Procurement and Travel Services

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Submission Note:

The LCCA does not appear on a website at this time- there are plans to load it to the procurement website within the year. The procurement Manual, under section 5.6 states the following:

5.6 Energy Efficiency Considerations

Life Cycle Costing

It is the university's policy to use the life cycle costs of goods, as developed and disseminated by the federal government, when feasible for university procurements.

Where federal energy efficiency standards are established, life cycle costs shall be considered in the contracting for major energy-consuming goods.

In determining life cycle costs, the university may consider the cost of the good, the energy consumption, maintenance costs, the costs of upgrades over the life of the item and the projected cost of energy over the useful life of the good, and the anticipated resale or salvage value of the product.

Energy Efficiency Standards

GW shall use energy efficiency standards prescribed by Energy Star for the purchase of energy consuming goods. Energy Star, through its website, provides a qualified list of goods meeting Energy Star's minimum energy specifications, life cycle costing calculations, life cycle cost formula information, and qualified goods that meet Energy Star's rating for using less energy and helping to protect the environment. Goods listed on the Energy Star websites' list of qualified goods will be used as "acceptable brands and models" on response documents. The minimal energy specifications for goods listed on the Energy Star Qualified Goods list should be included in the line item specifications on all response documents for the purchase of major energy consuming goods.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

GW evaluates all stages of a product's life from the perspective that they are dependent on each other. The procurement office conducts this sort of evaluation when acquiring machinery (copiers, computers and vehicles etc.) and the Facilities/Real Estate division does the same when renovating and constructing new buildings for LEED standards.

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

Guidelines for Business Partners

Responsible Party

Donna Ginter

Executive Director

Procurement and Travel Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The George Washington University is committed to conducting its procurements in an ethical, legal and socially responsible manner. The University expects its suppliers to share this commitment and, therefore, has established this Supplier Code of Conduct. All University suppliers must meet the following minimum requirements in order to do business with the University.

Compliance with Laws, Regulations and Published Standards

All suppliers to GW must comply with all applicable laws, codes or regulations of the countries, states and localities in which they operate. This includes, but is not limited to, laws and regulations relating to environmental, occupational health and safety, and labor practices. In addition, University suppliers must require their suppliers (including temporary labor agencies) to do the same.

Environmental Practices

All suppliers to GW shall comply with all environmental laws and regulations applicable to their operations worldwide. Such compliance shall include, among other things, the following items:

- Obtaining and maintaining environmental permits and timely filing of required reports
- Proper handling and disposition of hazardous materials
- Monitoring, controlling and treating discharges generated from operations

Occupational Health and Safety Practices

All suppliers to GW are expected to provide their employees with a safe and healthy working environment in order to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of the supplier. Suppliers shall, among other things, provide:

- Occupational health and safety training
- A system for injury and illness reporting
- Medical treatment and/or compensation to injured/ill workers arising as a result of working for supplier
- Machine safeguarding and other protective measures to prevent injuries/illnesses to workers
- Clean and safe facilities

Labor Practices

All suppliers to GW are expected to adopt sound labor practices and treat their workers fairly in accordance with local laws and regulations. In addition, suppliers must comply with the following standards:

Freely Chosen Employment - Suppliers shall not use any forced labor, whether in the form of prison labor, indentured labor, bonded labor or otherwise.

No Child Labor - Suppliers shall comply with local minimum working age laws and requirements and not employ child labor.

Minimum Wages - Suppliers shall provide wages for regular and overtime work and benefits that meet or exceed legal requirements.

Working Hours - Suppliers shall not require workers to work more than the maximum hours of daily labor set by local laws.

No Harsh, Inhumane Treatment or Abuse - Suppliers shall treat each employee with dignity and respect. In no event shall Supplier's

workers be subject to threats of violence, physical punishment, confinement or other form of physical, sexual, psychological or verbal harassment or abuse.

No Discrimination - Suppliers shall not discriminate in its employment practices on the basis of race, color, religion, sex, age, physical disability, national origin, creed or any other basis prohibited by law.

Freedom of Association - Suppliers shall recognize and respect the rights of its workers to organize in labor unions in accordance with local labor laws and established practices.

Ethical Business Practices

All suppliers to GW are expected to conduct their businesses in accordance with the highest standards of ethical behavior and in accordance with applicable laws and regulations. Suppliers are expected to conform to these requirements in each of the following areas:

Fair Trade Practices - Suppliers shall not engage in collusive bidding, price fixing, price discrimination or other unfair trade practices in violation of antitrust laws.

Bribery, Kickbacks and Fraud - No funds or assets of the supplier shall be paid, loaned or otherwise disbursed as bribes, "kickbacks", or other payments designed to influence or compromise the conduct of the University.

Foreign Corrupt Practices Act - While laws and customs vary throughout the world, all suppliers must comply with foreign legal requirements and United States laws that apply to foreign operations, including the Foreign Corrupt Practices Act. The Foreign Corrupt Practices Act generally makes it unlawful to give anything of value to foreign government officials, foreign political parties, party officials, or candidates for public office for the purposes of obtaining or retaining business.

University Policies and Procedures - Suppliers must comply with the University's published policies and procedures, including, but not limited to, the University's Conflict of Interest and Procurement Code of Ethics policies.

Intellectual Property Rights - Suppliers shall respect the intellectual property rights of others, especially the University, its affiliates and business partners. Suppliers shall take appropriate steps to safeguard and maintain confidential and proprietary information of the University and shall use such information only for the purposes specified for use by the University. Suppliers shall observe and respect all University patents, trademarks and copyrights and comply with all requirements as to their use as established by the University. Suppliers shall not transmit confidential or proprietary information of the University via the internet unless such information is encrypted in accordance with minimum standards established by the University.

Export Sanctions and Terrorism Activities

All suppliers to GW must abide by all economic sanctions or trade embargoes that the United States has adopted, whether they apply to foreign countries, political organizations or particular foreign individuals and entities. Suppliers should not directly or indirectly engage in or support any terrorist activity. Neither suppliers nor any of their affiliates, nor any officer or director of the supplier or any of its affiliates, should be included on any lists of terrorists or terrorist organizations compiled by the United States government or any other national or international body, including but not limited to: (i) the U.S. Treasury Department's Specially Designated Nationals List, (ii) the U.S. State Department's Terrorist Exclusion List, (iii) the United Nations List Pursuant to Security Council Resolution 1390 (2002) and Paragraphs 4(B) or Resolution 1267(1999) and 8(C) of Resolution 1333 (2000), and (iv) the European Union List Implementing Article (2)(3) of Regulation (EC) No. 2580/2001 on Specific Restrictive Measures Directed Against Certain Persons and Entities with a View to Combating Terrorism.

Unauthorized Solicitations

All suppliers to GW must comply with all guidelines issued by the University relating to access to University facilities, offices and departments, and employees. No Supplier shall use the University's computer system, including its electronic mail system and internet site, for the purpose of sending unsolicited electronic mail messages to the University community. Suppliers are not permitted to use the University's intramural mail system for unauthorized solicitation to employees. Suppliers must receive prior written authorization from the University's Chief Procurement Office to hold on-campus trade shows, exhibits, or product demonstrations.

Monitoring and Compliance

All suppliers to GW must conduct audits and inspections to insure their compliance with this Supplier Code of Conduct and applicable legal requirements. If a supplier identifies areas of non-compliance, the supplier agrees to notify the Purchasing Services Department as to its plans to remedy any such non-compliance.

The University or its representatives may engage in monitoring activities to confirm Supplier's compliance to this Supplier Code of Conduct, including on-site inspections of facilities, use of questionnaires, review of publicly available information, or other measures necessary to assess supplier's performance. Any University supplier or University employee that becomes aware of violations of this policy is obligated to notify the Purchasing Services Department. Based on the assessment of information made available to the University, The George Washington University reserves the right (in addition to all other legal and contractual rights) to disqualify any potential supplier or terminate any relationship with any current supplier found to be in violation of this Supplier Code of Conduct without liability to the University.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

<http://procurement.gwu.edu/gw-supplier-code-conduct>

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
Support for Sustainable Transportation

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

All full electric vehicles are Cushman Titan electric work vehicles model years 1985-2005.

All E85 or higher ethanol fueled vehicles are all Flex Fuel vehicles.

Majority of campus bus fleet is operated under contract by independent service providers, not the university, and as such are not considered part of the university's official fleet. GW's reported fleet statistics comprise vehicles owned, leased, and/or operated directly by the university.

Total number of vehicles in the institution's fleet :

120

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	29
Fueled with compressed natural gas (CNG)	1
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The University is actively seeking alternative transportation solutions for the fleet as we replace units. There is an effort underway to purchase 100% electric 12-passenger vans that will reduce the number of gas powered 6-passenger vans in use now. We have tested and evaluated 100% electric units of varying sizes.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

To facilitate transportation between GW's three campuses (Foggy Bottom, Mount Vernon, and Virginia), GW operates the Vern Express which runs between the Mount Vernon Campus and the Foggy Bottom Campus, the Virginia Shuttle which transports people between the Virginia Science and Technology Campus (VSTC) to the Foggy Bottom Campus, and offers a free shuttle (the Wiehle Express) to and from the Wiehle Metro station to GW's VSTC. These shuttle and bus services for students, faculty, and staff help reduce vehicle miles traveled per capita by reducing reliance on via single occupancy vehicles (SOVs) as a primary mode of transit. Portions of this service are open to members of GW's community neighbors as well.

"More sustainable commuting options" interpreted as all means of transportation other than commuting to campus via single occupancy vehicle.

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

Total percentage of students that use more sustainable commuting options:

86.50

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	13.50
Walk, bicycle, or use other non-motorized means	57.50
Vanpool or carpool	1.50

Take a campus shuttle or public transportation	26.50
Use a motorcycle, scooter or moped	1

A brief description of the method(s) used to gather data about student commuting:

The commuting data do not include student travel to/from campus at the beginning/end of each semester. In early 2010, GW and external consultant performed a comprehensive transportation survey of each major population segment (students, staff, and faculty). STARS data are based on this 2010 survey. The survey was distributed in February 2010 to faculty, staff, and students University-wide (including the Foggy Bottom Campus, Mount Vernon Campus, and Loudon Campus). The purpose of the survey was to determine the travel characteristics and patterns of faculty, staff, and students. One questionnaire was provided for faculty and staff and one questionnaire was provided for students. The survey closed in March 2010. The survey was distributed electronically to 800 faculty, 1,300 staff and 6,000 students. A total of 1,032 faculty and staff responded, while 2,130 students responded. Numbers extrapolated were done so to the best of our understanding of the data being requested for STARS vis-a-vis the data surveyed in the report.

The website URL where information about sustainable transportation for students is available:

<http://transportation.gwu.edu/transportation-services>

Employee Commute Modal Split

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

"More sustainable commuting options" interpreted as all means of transportation other than commuting to campus via single occupancy vehicle.

Employee modal splits reflect a weighted average of independent faculty and staff transportation survey responses based on the respective FTE of each campus population.

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

Total percentage of the institution's employees that use more sustainable commuting options:

62.20

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	37.80
Walk, bicycle, or use other non-motorized means	13.30
Vanpool or carpool	7.50

Take a campus shuttle or public transportation	41.40
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The commuting data do not include student travel to/from campus at the beginning/end of each semester. In early 2010, GW and external consultant performed a comprehensive transportation survey of each major population segment (students, staff, and faculty). STARS data are based on this 2010 survey. The survey was distributed in February 2010 to faculty, staff, and students University-wide (including the Foggy Bottom Campus, Mount Vernon Campus, and Loudon Campus). The purpose of the survey was to determine the travel characteristics and patterns of faculty, staff, and students. One questionnaire was provided for faculty and staff and one questionnaire was provided for students. The survey closed in March 2010. The survey was distributed electronically to 800 faculty, 1,300 staff and 6,000 students. A total of 1,032 faculty and staff responded, while 2,130 students responded. Numbers extrapolated were done so to the best of our understanding of the data being requested for STARS vis-a-vis the data surveyed in the report.

The website URL where information about sustainable transportation for employees is available:

<http://transportation.gwu.edu/transportation-services>

Support for Sustainable Transportation

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Yes. The university maintains several facilities for bikers on campus. The university has 131 racks, 603 spaces. As new buildings come online, the university is integrating more secured bike storage and additional racks. Future storage facilities will include a bike repair station as well. In fall 2011, the Office of Sustainability partnered with the GW Health and Wellness Center to offer a shower-pass program to the university's gym. This program provides discounted semester-long gym membership to the gym to cyclists and pedestrian commuters to use the shower and locker facilities.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

GW offers exterior bicycle parking locations within 50 feet of most (not all) occupied, non-residential buildings. The university provides long-term bicycle storage inside or within 330 feet of many (not all) of the residence halls.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

GW adheres to the bicycle/pedestrian accommodation policy of the District Department of Transportation. The rules require permittees blocking a sidewalk, bike lane or other public bicycle path to provide a safe and convenient route for pedestrians and bicyclists through or around a work zone that is equal to the accommodation that was provided to pedestrians and bicyclists before the blockage of the sidewalk, bicycle lane, or other public bicycle path. Select language includes:

- A public right-of-way occupancy permit that authorizes blockage of a sidewalk, bicycle lane, or other public bicycle path shall require the permittee to provide a safe accommodation for pedestrians and bicyclists.

- The blockage of a sidewalk, bicycle lane, or other public bicycle path shall be treated in the same manner as the closure of a lane of motor vehicle traffic by applying similar temporary traffic control practices as would be applied to the closure of a lane of motor vehicle traffic for each permit issued. The design and

placement of the temporary traffic control signs, devices and roadway markings shall be in compliance with the most recent edition of the Manual on Uniform Traffic Control Devices (MUTCD).

- The term “safe accommodation” means a safe and convenient route for pedestrians and bicyclists that ensures an accommodation through or around a work zone that is equal to the accommodation that was provided to pedestrians and bicyclists before the blockage of the sidewalk, bicycle lane, or other public bicycle path.

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

Yes

A brief description of the bicycle sharing program:

In partnership with Capital Bikeshare, a program run through the city of Washington DC, GW currently offers 121 bicycles to staff and students in multiple locations on campus. There are an additional 135 bicycles also through this program available within a short walk from campus. The stations near GW are some of the busiest in the bikeshare network. Since 2014, GW is subsidizing Capital Bikeshare memberships for GW staff and faculty to encourage more sustainable commuting.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

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

GW offers pre-tax SmartBenefits to all employees for use on DC metro area bus and rail public transportation services. SmartBenefits is a convenient program that lets employers assign the dollar value of employees' monthly commuting benefits directly to the employees' SmarTrip cards. 1,283 of GW's 5,663 full- and part-time employees (approximately 23%) participate in the SmartBenefits program.

With a their SmarTrip cards, enrolled GW employees can use their SmartBenefits on Metrorail, Metrobus, DC Circulator, ART (Arlington Transit), CUE (Fairfax City), Fairfax Connector, Loudoun County Commuter Bus Service, PRTC (Potomac and Rappahannock Transportation Commission) OmniRide, Ride On (Montgomery County), DASH (Alexandria) and TheBus (Prince George's County).

To facilitate transportation between GW's three campuses (Foggy Bottom, Mount Vernon, and Virginia), GW operates the Vern Express which runs between the Mount Vernon Campus and the Foggy Bottom Campus, the Virginia Shuttle which transports people between the

Virginia Science and Technology Campus (VSTC) to the Foggy Bottom Campus, and offers a free shuttle (the Wiehle Express) to and from the Wiehle Metro station to GW's VSTC.

These shuttle and bus services for students, faculty, and staff help reduce vehicle miles traveled per capita by reducing reliance on single occupancy vehicles (SOVs) as a primary mode of transit. Portions of this service are open to members of GW's community neighbors as well.

In addition, GW's University Police Department operates a shuttle that runs from dusk until dawn to help members of the GW community move safely throughout the Foggy Bottom Campus, as well as the surrounding areas.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

GW promotes the Guaranteed Ride Home (GRH) program, sponsored by the Metropolitan Washington Council of Governments' Commuter Connections Program. This program provides up to four free taxi rides home per year for personal emergencies and unscheduled overtime for registered commuters who take public transportation, carpool, walk, and bike to work.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

To promote carpooling, the GW NuRide program connects GW commuters from around the DC area. The GW community also has access to both the Commuter Connection and Guaranteed Ride Home programs. Details on each are outlined below.

GW has partnered with NuRide, a flexible ridesharing program that encourages and rewards carpooling. The free program serves GW employees at the Foggy Bottom, Mount Vernon and Virginia Campuses. Users can sign up for one ride or for recurring rides, commuting, errands or other travel needs. Registered "riders" earn reward points for each carpool ride found on the NuRide site. Reward points can be redeemed online for retail gift cards, discounts, and event tickets.

GW residents can also join the Commuter Connections ridematching program, which allows individuals to find others who live and work nearby, have similar work schedules, and are interested in carpooling and/or vanpooling to and from work. Commuter Connection's ridesharing technology allows users to view an interactive and comprehensive list of all potential ridesharing partners in their area.

GW's enrollment in NuRide and Commuter Connections are part of a collective ongoing to promote more sustainable transportation options to and from campus.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

GW has partnered with ZipCar to provide car sharing services for its faculty, staff, and students for rental vehicles on an hourly basis. Currently spaces for 9 ZipCars are located throughout GW's Foggy Bottom Campus. A variety of vehicle options are available, and gas and insurance are included in rental fees. On campus one car is available to rent for anyone 18 and over on 23rd and Virginia Ave., while the remainder cars are available for anyone 21 and over. GW students, staff, and faculty can join at a reduced annual rate of \$25 with no application fee.

In addition, GW students, staff, and faculty can join car2go at no cost plus receive 30 minutes of free driving upon registration. Registration provides vehicle-sharing access to 300 car2go smart cars deployed within Washington, DC.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

In spring 2012, GW installed an electric vehicle charging station in its Academic Center Parking Garage. The university received the station, which is also registered through the ChargePoint Network, free of charge through a Department of Energy grant. GW's electric vehicle charging station network expanded in January 2015 with the addition of seven new EV charging stations to underground parking facilities located at the institution's recently opened Science & Engineering Hall.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Yes. GW's Climate Action Plan laid out a commitment to expand and explore telecommuting options on campus. There are several telecommuting pilots running on campus as well as a cohort of consistent telecommuters.

As part of GW's Ecosystems Enhancement Strategy, GW is working to reduce the university's total carbon footprint. One tactic for doing so is to promote video/teleconferencing options wherever available for regularly scheduled staff meetings.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

GW offers compressed worked schedules, arrangements that allow a full-time staff member to work 40 hours in less than 5 working days (exempt and non-exempt) or work an 80 hour two week work period during 9 days and have the tenth day off (exempt only).

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

In all large new construction on campus GW is offering transportation kiosks to promote the diverse transportation options available to the GW community. In the Science and Engineering Hall a kiosk now offers real-time transportation data, allowing the users to identify the most efficient method of transportation.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://sustainability.gwu.edu/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 Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

<http://gwcampusdining.com/catering/documents/GWUSustainableCateringGuide2012.pdf>

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,052 Tons	621.40 Tons
Materials composted	10.70 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons

Materials disposed in a solid waste landfill or incinerator	3,241.80 <i>Tons</i>	3,558.50 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	7,000	6,885
Number of residential employees	27	23
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	21,409	19,509
Full-time equivalent of employees	5,982.50	5,037
Full-time equivalent of distance education students	1,766	500

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2005

A brief description of when and why the waste generation baseline was adopted:

The 2005 baseline was pre-determined through the STARS 1.2 version, which was submitted by GW in 2014.

A brief description of any (non-food) waste audits employed by the institution:

The first campus waste audits took place in 2010. It was a communication and education strategy used to engage students in their overall behaviors with regards to properly disposing of waste and recycling materials. This practice has become more refined and outcomes of the audits will be used to partner with local vendors who can help devise solutions to some of the waste problems we witness.

A brief description of any institutional procurement policies designed to prevent waste:

GW's Office of Sustainability and Procurement Department have partnered to implement a sustainable paper procurement program which stipulates that all office print & copy paper procured by GW employees through "iBuy", GW's internal online purchasing system for most of the university's major purchase categories, must contain at least 30% recycled fiber content.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

GW's Reuse Program continues to grow both internally and externally. We distribute office supplies throughout the university in an effort to replenish outdated materials, divert materials from landfills, and be fiscally sustainable.

Currently, the university is exploring the implementation of a campus-wide policy that would require all users to first obtain materials from the exchange program prior to procuring materials from an outside vendor.

Any materials not kept within the university are donated to local charities and non-profits as a means to support their missions and better the realities of those in need.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

In general, all of our academic information is provided online. It is only when limited, special courses occur that we provide materials in print.

A brief description of any limits on paper and ink consumption employed by the institution:

GW does not provide any free printing for students.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

A well-established and award-winning program called Green Move-out is conducted each year. The objective is to collect a wide-variety of items (e.g., food, bedding, clothes) that students would otherwise leave behind in their residence hall rooms as waste and to transfer them off campus to many charities in an organized manner. The university attempts to track in a quantitative way what is collected through this program to contribute to the campus diversion rate.

2015 brings us into the 9th year of Green Move-Out, GW hopes to continue the legacy.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

GW's Office of Sustainability and Procurement Department have partnered to implement a sustainable paper procurement policy which stipulates that all office print & copy paper procured by GW employees through "iBuy", GW's internal online purchasing system for most of the university's major purchase categories, must contain at least 30% recycled fiber content.

Our Sustainable Dining program encourages and provides durable dishware and linens as an alternative to disposable eating ware. The program also encourages the use of water filling stations rather than individual disposable water bottles at catered events.

A brief description of any food waste audits employed by the institution:

N/A

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

GW provides pre-consumer compost in both of its primary kitchens: Foggy Bottom's JStreet dining and Mount Vernon's Pelham Commons. The tracking is done primarily through billing received through our compost hauling contractor.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

GW provides post-consumer composting opportunities as a standard practice at our Mt. Vernon Campus Pelham Commons. In addition, whenever practicable, we provide opportunities for post-consumer at a number of our larger events held on campus through our Dining Services program. The tracking is done through the billing received from our compost hauler that includes the weights and frequency of pick-up on a weekly basis and by event.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

For many of our events, such as student and staff community bar-b-ques, wellness events, or other outreach affairs, we provide 'eco-tainer' certified compostable plates and cups. The to-go dining ware, including eating ware, available in our dining halls are all also compostable. Many of these events include a composting option alongside recycling and waste.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

For many of our events, such as student and staff community wellness events, or other outreach affairs, we provide 'eco-tainer' certified compostable plates and cups. The to-go dining ware available in our dining halls are all also compostable ware. Many of these events include a composting option alongside recycling and waste.

In addition our Catering program encourages the use of durable dining and linen, as well as providing water through other means beyond disposable water bottles such as table pitcher or water dispensers.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

N/A

A brief description of other dining services waste minimization programs and initiatives:

N/A

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

Waste Diversion

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

1,163.80 Tons

Materials disposed in a solid waste landfill or incinerator :

2,704.80 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

As part of the GW Ecosystems Enhancement Strategy, GW commits to reviewing its impact on and dependence on ecosystems locally, regionally, and globally, and to make a plan to enhance ecosystem services in these regions. GW commits to becoming a Zero Waste campus in the long-term, and aims to increase recycling to 50% by 2017 and to reduce litter on campus. Tactics proposed to achieve these goals include: expanding composting, updating and expanding recycling and waste infrastructure on campus, piloting new technologies, exploring new vendor options and increasing education and awareness.

GW has a comprehensive waste diversion program that includes recycling of containers, paper, cardboard, construction materials, e-waste as well as reuse of furniture. GW runs a pilot composting program in Pelham Commons at the Mount Vernon Campus. Current studies are underway to investigate the feasibility of bringing composting to our Foggy Bottom facilities.

GW is aware that a serious amount of plastic waste is caused by disposable water bottles. That's why the university is working to reduce the number of disposable water bottles purchased by GW. In 2014, the Office of Sustainability again provided durable, reusable water bottles to 2,400 students for the annual Freshman Day of Service event. The Office has also worked with internal and external caterers to eliminate disposable water bottles at event and instead provide refillable water coolers.

In addition, GW will build on its successful Green Move Out program - an annual event that takes place when students leave the campus for the summer. Last year, Green Move-Out collected over 20 tons of clothing, shoes, and household items to be distributed or donated to

local community organizations. Part of this effort also includes non-perishable food donations and books - both of which are donated to a local food bank and literacy program, respectively.

The Green Office Network is the primary faculty and staff sustainability engagement program. The Office of Sustainability facilitates a conversation and better practices amongst the university faculty and staff. The purpose is to improve awareness, build community and empower staff to make positive, healthy changes, including on waste diversion.

GW participates in Recyclemania, a national program that promotes waste reduction on college campuses by universities competing against one another to reduce waste, and increase recycling and composting. As part of this competition at GW, students conduct an annual waste sort to increase awareness of Recyclemania. Trash collected on campus is spread across a public site on campus, and students sort the trash and remove recycling.

A brief description of any food donation programs employed by the institution:

On April 5, 2013, student member and volunteers for the GW chapter Food Recovery Network (FRN) collected their first prepared food donation from a Sodexo-managed kitchen in our J-Street food complex. Since that time, the FRN has collected and donated foods from additional events outside of GW's Sodexo dining venues.

As part of the national Food Day celebration, the Office of Sustainability partnered with the GW Urban Food Task Force and many other key stakeholders to donate fresh produce to one of the District's lowest-income communities. GW students, staff, and faculty came together to distribute enough produce to close to 100 families and senior citizens. The food donations came through Sodexo, the Washington Youth Garden, and the GW Student Community Grow Garden.

A brief description of any pre-consumer food waste composting program employed by the institution:

Gw's Mount Vernon Campus dining hall has participated in pre-consumer food waste collection for about five years. Beginning in the fall of 2014, the pre-consumer food waste collection program was expanded to include the JStreet dining hall at the GW Foggy Bottom Campus. JStreet Dining is the main dining hall for the university and serves hundreds of students daily.

A brief description of any post-consumer food waste composting program employed by the institution:

GW composts at designated events, usually in collaboration with the Office of Sustainability. At roughly ten events per year composting is available. These include large catered events and sporting concessions.

As part of GW's Ecosystems Enhancement Strategy, GW began piloting post-consumer composting at the Pelham Commons dining facility in the spring semester of 2013. GW is collaborating with Sodexo and student organizations to provide the necessary training and education to ensure that staff and students are effectively composting.

GW has implemented pre-consumer compost collection on the main Foggy Bottom campus. We have the goal of including post-consumer composting Spring 2014.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
--	-----------

Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	No
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	No
Tires	No

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

1,684 *Tons*

Construction and demolition materials landfilled or incinerated :

187.25 *Tons*

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

For each of our four LEED (Gold) certified buildings, the contractors diverted over 75% of the construction and demolition waste from landfills or incineration. GW requires all new construction and major renovation projects to divert a minimum of 75% of all construction waste.

As part of GW's Ecosystems Enhancement Strategy, the university works with Campus Development and Procurement to ensure that guidelines for responsible disposal of construction debris are clearly highlighted in contracts with vendors.

Hazardous Waste Management

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

GW has policies and programs in place to minimize the production of hazardous waste, and disposes of all hazardous, universal, and non-regulated chemical waste in a responsible manner with a preference towards recycling or re-purposing of all materials. Hazardous chemical waste is sorted and shipped to a licensed disposal facility where waste with the ability to be recycled is re-purposed or reused. All other hazardous waste is incinerated. Other waste is recycled: waste oil, batteries, and CFL light bulbs. Waste minimization programs include efforts to retrofit fixtures to accept more environmentally-conscious light bulbs, and the elimination of oil-based paint where possible.

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

GW uses licensed contractors, haulers, and receiving facilities to ensure compliance with all applicable DC and Federal regulations. Our insurance provider requires disposal standards that exceed Federal regulations and prohibit off-shore disposal of hazardous waste.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

"GW has not had ANY significant hazardous material release in the last three years.

All minor spills are promptly cleaned up by staff or contractors and are properly disposed of using licensed contractors and registered disposal facilities."

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

GW community members can submit a FixIt ticket to request removal of GW owned electronics such as printers (with paper removed), PC's, CRT monitors, laptop computers, hard drives, networking equipment, telephones and other office e-waste from Foggy Bottom, Mount Vernon, and VSTC locations. The DivOps Transportation Services team will pick up these items and deliver them to the Sea-Crate behind the Support Building.

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

eAsset Solutions is committed to environmentally friendly recycling and workplace safety; our practices go above and beyond state and federal regulations adhering to a much more rigorous standard developed by R2 Solutions. Please see the attached PDF, "Why choose an R2 recycler". Every certified R2 recycler has been rigorously audited by an independent third party auditor that evaluates each recycler in more than 50 areas of operational and environmental performance. These areas include, but are not limited to, ensuring that e-waste is recycled responsibly, workers safety is protected, and environmental standards are met. Regarding e-waste recycling and environmental standards - all of eAsset Solutions downstream partners (where our processed material goes for further refinement) have been audited and also must comply and be certified with either R2 or e-Stewards. In addition, eAsset Solutions and all of its vendor partners must also comply with an approved Environmental Management System such as ISO 14001 and/or The Recycling Industry Operating Standard (RIOS). eAsset Solutions is ISO 14001 Certified.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.gwu.edu/safety/health/>

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Doug Spengel

Manager, Energy and Environment Program
Operations

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	285,003,995 Gallons	286,280,866 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	284,933,995 Gallons	286,280,866 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	7,000	6,866
Number of residential employees	27	24
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	21,409	20,108
Full-time equivalent of employees	5,982.50	5,319.50
Full-time equivalent of distance education students	1,766	871

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,050,200 <i>Square Feet</i>	7,315,674 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	7.50 <i>Acres</i>	5 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the water use baseline was adopted:

FY2008 was the year used as the baseline when GW established its GWater Plan and water conservation goals.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

All but one of the university's steam-boiler systems recover steam condensate for reuse. The one building that does not recover condensate was acquired this year from another organization; plans are underway to retrofit the acquired building so it too has a steam condensate collection system.

The university has several on-campus gardens that use rain barrels to collect rain water for reuse in the gardens. For one large building the university uses untreated ground water for irrigation.

The university also has a certified LEED Sustainable Site which was a former parking lot, now a green space, with a rain water collection system and rain barrels to irrigate the grass and plants, and for source water for a fountain. As part of the project planning and management process, the GW Operations Team seized the opportunity to make GW's urban campus even more environmentally friendly. They embarked on a process to create a plaza on Square 80 that would be beautiful, enjoyable, and acts as an urban resource that protects the Potomac Watershed. Permeable brick pavers include an under-tray system used to collect rainfall. Three below-ground cisterns totaling 33,000 gallons hold the rainwater. Runnels capture non-permeable hard-scape run-off and direct it into tree pits and planters. Rooftop water is diverted from adjacent buildings into the cistern system. Where parking is required by zoning laws, Grass-Pave™ is installed and planted with Buffalo grass. All plantings are native (70%) and adapted (30%) species, further reducing water demand. The fountain draws from the cistern system, and auto shuts-off when the water supply runs low.

The GW Law Learning Center has one 6,000 gal cistern that is being used to irrigate the Center's surrounding property. Another 16,500 gallon cistern holds storm water back from the sewer during rain events and releases it slowly to the sewer.

In addition, the newly constructed Milken Institute School of Public Health captures 8,796 gallons of graywater for reuse in all bathrooms for flushing, within the building that make up approximately 4,682 square feet in total, making up 28% of the buildings square footage.

A brief description of any water metering and management systems employed by the institution:

Water coming into all university-owned buildings is metered. Most campus buildings are separately metered although a few adjoining buildings share a meter. The only buildings where water use is not tracked are those where the university is one of many tenants. Most meters are owned and maintained by local water distribution companies while a few submeters owned by the university are also used.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

In January 2015 during the winter break between semesters the university replaced all of the toilets in the International House residence hall from an older model using several gallons per flush to a low-flow model. While this occurred after the end of the reporting year, we look forward to lower-water consumption from this building during the next reporting year.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

In the Ross Hall boiler room a new type of air compressor was installed that does not need continuous cooling water flowing through it. The old air compressors had a 24/7 cooling load where the cooling water was discharged directly to the sewer.

In residence halls we typically replace water fixtures as they fail with low-flow-rated fixtures.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

As part of GW's Ecosystems Enhancement Strategy, the university will promote non-invasive/drought-resistant/adaptive/native plants on university grounds, using the following criteria for plantings-- appearance, adaptability, security, and survivability.

The seven principles of Xeriscaping are a central part of the landscape planning at GWU.

Proper water usage, plant selection, and cultural practices are essential for the success of any urban landscape. Large scale irrigation systems and areas requiring frequent watering are not efficient on a campus with large amounts of foot traffic, so proper planning and appropriate plant selection is essential.

Example: Outside of the entrance of Lisner Hall, there is a very shallow, dry planting bed. The building eaves, large existing trees, depth of the planting bed, and ambient heat radiating from the concrete vault surrounding the bed were all taken in consideration when planning this planting. Previously, plantings required consistent irrigation to thrive, requiring the use of additional water and employee time. The solution was to fill the shallow, well drained beds with Prickly Pear Cactus (*Optunia* spp), an incredibly tough Southwest US native cactus. The cactus thrive in the dry heat, require little care, flower prolifically, and have since been used to acquire cuttings to establish cactus beds in similar dry, hot areas, especially on the south side of buildings with large overhangs that block all precipitation.. This is an example of using a species best adapted to the area being planted to reduce water and labor input.

A brief description of any weather-informed irrigation technologies employed by the institution:

By using native and adaptive species of plant material, GW has eliminated in-ground irrigation around our LEED-certified buildings. GW installed seven soil moisture detectors during the performance year of this report to more efficiently irrigate several particular areas.

A brief description of other water conservation and efficiency strategies employed by the institution:

Until this reporting period the university had a boiler room with air compressors cooled by once-through potable water; we now cool this equipment with a closed-loop chilled water line.

This winter the university will also remotely monitor for the first time temperatures on selected steam traps to determine when they fail and begin to lose steam.

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

<http://sustainability.gwu.edu/water-sustainability>

Rainwater Management

Responsible Party

Doug Spengel

Manager, Energy and Environment Program
Operations

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

At this time GW has four locations where we retain and reuse storm water (SEH, MISPH, Law Learning Center, Sq 80 Plaza).

Green roofs: Elliott School (1,596 sf), Ames Hall (2,388 sf), Law Learning Center (1,200 sf), Milken Institute School of Public Health (MISPH) = Total 11,044 sf

Permeable paver Sq. 80 Plaza.

List of locations with native plants (no irrigation) - 11 LEED buildings.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Four stormwater goals from the GWater Plan are as follows: 1) Use GW campuses as test beds for new water reclamation technologies to reduce potable water consumption; 2) Capture rainwater that falls on GW campuses aiming for zero run-off, 3) 10 percent absolute increase in permeable space over 10 years from FY11 baseline, and 4) By 2021 reuse all retained stormwater for graywater systems, cooling towers, and irrigation.

A brief description of any rainwater harvesting employed by the institution:

During the performance year, rainwater harvesting was performed at three locations (Sq 80 Plaza, Law Learning Center, MISPH). Rainwater was reused at all these locations for irrigation and at MISPH for flushing toilets and as cooling tower make-up water. Additionally, three locations (Sq 80, 2110 G St, and 2131 G St) use rain barrels to collect rainwater for irrigation (total capacity of 415 gallons). These locations do not at this time have meters but the answer to the next question regarding volume of rainwater reused is based upon the capacity of the cisterns and our best estimates of the amount reused.

Rainwater harvested directly and stored/used by the institution, performance year:

64,711 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

GW began installing water treatment systems for stormwater in 1996. GW now has 14 of these devices in 13 buildings. In addition to treatment, several of these systems include storage basins similar to storage ponds but located below grade rather than on grade. All of them slow the rate at which storm water enters the sewer system and they remove solids from the storm water before discharge.

GW's Law Learning Center contains a Stormceptor treatment manhole, a 16,500 gallon detention cistern, and a 6,000 gallon irrigation cistern. Stormwater from most of the site is drained to the 16,500 gallon detention cistern, where stormwater is held for detention prior to discharge into the combined sewer system. Unless this cistern is at full capacity, the stormwater is redirected to a Stormceptor for separation of oils and sediments prior to discharge into the combined sewer system. (If the cistern is at capacity, water would bypass the Stormceptor and discharge directly into the combined sewer system.) A portion of the site's rain water is collected in a 6,000 gallon irrigation cistern located at the opposite end of the site, where the water is held until it is redirected to a treatment system prior to release for irrigation."

A brief description of any living or vegetated roofs on campus:

The University's first green roof was installed on the Elliott School building (1957-1959 E St) in October 2008; it is approximately 1,600 square feet (sf) in size. In 2011, GW installed a 2,388 sf green roof at Ames Hall and 20,900 sf at the building complex on Sq 54. The university added a 1,200 sf green roof at GW's Law Learning Center, designed 5,860 sf of green roof at the Milken Institute School of Public Health in 2014, and 10,150 sf of green roof on the future Science and Engineering Hall scheduled to open in 2015. There is also a small green roof on the President's house.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Much of the university's property is located in an urban area, with city-owned asphalt streets and impervious concrete sidewalks. The university has been making its own sidewalks more permeable and plans to continue to do so. The GWater Plan calls for a 10 percent absolute increase in permeable space over 10 years from an FY11 baseline. There are also porous pavers in the LEED Sustainable Site on GW's campus (see below for more detail) on Square 80. Streetscape Plan also calls for pervious paving between tree boxes along the curb in front of each building.

A brief description of any downspout disconnection employed by the institution:

At this time the University uses three stand-alone rain barrels at Sq 80 plaza (300 gals), 2110 G St (50 gals), and 2131 G St (65 gals). A few downspouts are also connected to underground cisterns at Sq 80 plaza. At the Milken Institute School of Public Health all storm water is collected for reuse unless the cistern is full during a rain event.

A brief description of any rain gardens on campus:

The University's first rain garden was installed on the Square 80 Plaza. Another one is being planned for the Mount Vernon Campus.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

While not directly installed by the university, a large detention basin was installed by Loudoun County near the parking lot of Enterprise Hall at the University's Virginia Science and Technology Campus specifically to serve the University's grounds.

A brief description of any bioswales on campus (vegetated, compost or stone):

N/A

A brief description of any other rainwater management technologies or strategies employed by the institution:

The university also has a certified LEED Sustainable Site which was a former parking lot, now a green space, with a rain water collection system and rain barrels to irrigate the grass and plants, and for source water for a fountain. As part of the project planning and management process, the GW Operations Team seized the opportunity to make GW's urban campus even more environmentally friendly. They embarked on a process to create a plaza in the interior middle of the city block (Square 80) between the surrounding buildings. The vision was to create a space that would be beautiful, enjoyable, and acts as an urban resource that protects the Potomac Watershed. Permeable brick pavers include an under-tray system used to collect rainfall. Three below-ground cisterns totaling 33,000 gallons hold the rainwater. Runnels capture non-permeable hard-scape run-off and direct it into tree pits and planters. Rooftop water is diverted from adjacent buildings into the cistern system. Where parking is required by zoning laws, Grass-Pave™ is installed and planted with Buffalo grass. All plantings are native (70%) and adapted (30%) species, further reducing water demand. The fountain draws from the cistern

system, and auto shuts-off when the water supply runs low.

Stormwater management devices have been required in Washington, DC for new development projects since the mid-1990s. The university has 13 buildings using a total of 14 stormwater treatment devices. In addition to the treatment system, some of these also include large storage basins similar to storage ponds but located below grade rather than on grade. All of them slow the rate at which stormwater enters the sewer system and they remove solids from the stormwater before discharge.

The GW Law Learning Center has two cisterns (8k gallon and 16.5k gallon) in place. At two new construction sites, the Milken Institute School of Public Health and Science and Engineering Hall, GW will be reclaiming stormwater from roof drains for use in flushing toilets and urinals and for cooling tower make-up.

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

<http://www.gwu.edu/staticfile/GW/News%20and%20Events/6.%20Initiatives/1.%20Sustainability/Resources/GWater%20Plan.pdf>

Wastewater Management

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

285,003,995 Gallons

Wastewater naturally handled:

1,450,000 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

Most wastewater is discharged to a sewer system and subsequently to a publically-owned treatment works (POTW) where it is treated to secondary or tertiary standards prior to release. On campus storm and waste water treatment includes mostly primary treatment. Waste water from many laboratories is neutralized before discharge.

However, waste water from three kitchens is treated biologically before treatment using a mixture of five types of aerobic (3) and anaerobic (2) bacteria. The bacteria specifically target fats, oils, and greases discharged from these kitchens prior to release to the sewer and the POTW. This treatment program is being considered for use in even more kitchens during the next year.

The University uses CHEMSEARCH® which has developed state of the art DrainCobra™ and BIO-Amp™ Biological Delivery Systems to reduce and/or eliminate the accumulation of grease and organic buildup in drain lines and collection systems generated from food production, processing and preparation activities. Inadequate systems often utilized by kitchen facilities cannot handle the daily accumulation of excess fats, oils, and grease ("FOG") which can result in sewer line back-ups, excess costs for cleaning and removal of waste and potential fines or surcharges from local authorities.

The website URL where information about the institution's wastewater management practices is available:

http://www.chemsearch.com/home.asp?language_id=4&country=IRE&language=&countryName=

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The GW Sustainability Collaborative is an umbrella organization formed in 2014 to connect all GW sustainability activities across teaching, research, practice, and engagement. It includes 10 research institutes, affiliated faculty (both those teaching 'Green Leaf' courses and those undertaking sustainability-related research), the Office of Sustainability, and Planet Forward. The purpose of the GW Sustainability Collaborative is to coordinate GW activities and communicate those activities internally and externally. Further, the purpose is to provide the organizational framework for our multi-disciplinary team to identify emerging opportunities to advance the field.

Kathleen Merrigan serves as Executive Director of Sustainability at GW, and is assisted by Prof. Lisa Benton Short (teaching lead), Meghan Chapple (practice lead), Frank Sesno (engagement lead). GW is in the process of searching for a research lead to complete the leadership team.

Biweekly "Sustainability Integration" meetings are held throughout the year to facilitate frequent information exchange and collaboration. Representatives from our research, teaching, practice, and engagement efforts are in attendance, along with various institutes and university officers depending on the agenda.

PRACTICE OVERVIEW

The Office of Sustainability has been working with partners across the university and externally to advance sustainability on campus, in Washington DC, and globally since 2009. In the previous three years from 2012-2014, the Office has had many accomplishments including the publication of the university's strategy for sustainability in practice (as opposed to in teaching or research). This strategy document titled GW Ecosystems Enhancement Strategy intends to build institutional understanding of, and commitment toward sustainability at GW, and engage GW's external stakeholders. This strategy also outlines potential connections with the academic mission of the university. Simultaneously, the Office has worked with partners to improve GW's sustainability performance related to climate change, air quality, water quality and availability, waste reduction, food, biodiversity and grounds. The Office has launched programs such as the Student Sustainability Pledge and the Green Office Certification to build a culture and community of sustainability amongst GW students, faculty, and staff. Below are the most significant accomplishments in terms of impact across the university.

- In 2012 the Office worked closely with the Provost's Office, the Deans across all schools, and the Sustainability Committee of the Board of Trustees to approve a cross-disciplinary, pan-university sustainability minor and to hire an Academic Director. In Fall 2012 the George Washington University introduced a new 18-credit Minor in Sustainability, open to all undergraduate students.

- Throughout 2012-2014 the Office worked closely with the Provost's Office, a faculty committee from across all schools, and the Sustainability Committee of the Board of Trustees to recruit and hire the Executive Director of the Sustainability.

- In 2013 the Office of Sustainability and Facilities Services led the launch of the Eco Building Program to address energy use in existing buildings, which comprises 80 percent of the university's GHG emissions. The Eco Building Program provides a comprehensive capital improvement plan to strategically implement energy and water conservation projects in campus buildings.

- In Spring 2014, the university signed the Real Food Challenge, making a leadership commitment to a student-led campaign to make university food more local, fair, ecologically sound and humane.

- Over the last several years, the Office has worked within the Division of Operations to help GW open eleven USGBC LEED buildings on campus, one of which is the first Platinum academic building in the District of Columbia.

- Most recently in 2014, the Office led the launch of the Capital Partners Solar Project, an innovative renewable energy project that will provide solar power from three project sites to the George Washington University (GW), American University (AU) and the George Washington University Hospital (GWUH). It is comprised of 52 megawatts (MWac) of solar photovoltaic (PV) power, of which GW is taking approximately 70.4% of the total load (equivalent to about 50% of its total electricity demand). At the time of signing, GW's share represented the largest ever non-utility solar PV power purchase agreement (PPA) in the United States in terms of total megawatt-hours contracted over the life of the 20-year contract term. This project demonstrates how large organizations in an urban setting can partner to significantly reduce their carbon footprints by receiving offsite solar energy.

TEACHING OVERVIEW

As described in greater detail under curriculum, GW now has 400 courses with sustainability content, a thriving undergraduate minor in sustainability, and multiple degree offerings related to sustainability..

RESEARCH OVERVIEW

GW has 170 faculty engaged in research related to sustainability and 10 research institutes engaged in aspects of sustainability research.

ENGAGEMENT OVERVIEW

Planet Forward, as our lead engagement tool, is an innovative platform used by students who employ storytelling as a way to engage on sustainability innovations. Since 2009, the website has had more than 2 million views, typically 20,000 unique visitors per month, and hosts more than 3,500 videos. In 2014, Planet Forward began building a campus consortium, which includes 15 universities. Also, in 2014, Planet Forward began contributing to National Geographic's Plate website, under "campus voices."

Does the institution have at least one sustainability committee?:

Yes

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

The university-wide Sustainability Faculty Committee meets no less than quarterly. Membership includes faculty representatives from 9 of 10 GW schools, the Director of the Office of Sustainability, the Executive Director of Planet Forward, and staff from the GW Sustainability Collaborative. The purpose of the Committee is to coordinate academic and research activities, share information and identify emerging opportunities.

The Sustainability Integration Committee is comprised of GW Offices and units that work on sustainability (operations, curriculum, research, communications and administration). The Committee meets biweekly to discuss opportunities in which to collaborate on new and existing GW and community projects to promote sustainability.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

GW Sustainability Faculty Committee and the Sustainability Integration Committee listed below:

Sustainability Faculty Committee

Chair: Kathleen Merrigan, Executive Director of Sustainability, Sustainability Collaborative

1. Catherine Anderson, Assistant Professor of Interior Architecture and Design, Columbian College of Arts and Sciences
2. Adele Ashkar, Associate Professor of Landscape Design, College of Professional Studies
3. Lisa Benton-Short, Associate Professor of Geography, Columbian College of Arts and Sciences, Director of Sustainability Academic Program
4. John Carruthers, Assistant Professor of Professional Studies, College of Professional Studies
5. Joe Cascio, a senior advisor with Booz Allen Hamilton and visiting scholar at GW
6. Meghan Chapple, Director, Office of Sustainability (Ex Officio)
7. Maria Cseh, Associate Professor of Human and Organization Learning, Graduate School of Education and Human Development
8. Jon Deason, Department of Engineering Management and Systems Engineering, School of Engineering and Applied Science
9. Jehan (GiGi) El-Bayoumi, Associate Professor of Medicine, Director of the Rodham Institute, School of Medicine
10. John Forrer, Director of the Globalization Research Center and Associate Research Professor of Strategic Management and Public Policy, School of Business
11. Royce Francis, Assistant Professor of Engineering Management and Systems Engineering SEAS - Engineering Management & Systems Engineering
12. Melissa Keeley, Assistant Professor of Geography and Interim Director, Environmental Studies, Public Policy, and Public Administration, Columbian College of Arts and Sciences
13. Ivy Ken, Associate Professor of Sociology, Columbian College of Arts and Sciences
14. Marcus King, John O. Rankin Associate Professor of International Affairs and Director of the MA Program in International Affairs, Elliot School of International Affairs
15. Peter LaPuma, Associate Professor, Department of Environmental & Occupational Health, School of Public Health and Health Sciences
16. Peter Linquiti, Director of Environmental and Resource Policy Program, School of Public Policy and Public Administration, Columbian College of Arts and Sciences
17. Stephen Lubkemann, Associate Professor of Anthropology and International Affairs, Columbian College of Arts and Sciences
18. LeRoy (Lee) Paddock, Associate Dean for Environmental Studies Law School

19. Jerome Paulson, Professor of Children's National Medical Center and GW Medical School
20. David Rain, Associate Professor of Geography, Director, Environmental Studies Program, Columbian College of Arts and Sciences
21. Rumana Riffat, Professor of Civil and Environmental Engineering, School of Engineering and Applied Science
22. Jorge Rivera, Professor of Strategic Management & Public Policy, School of Business
23. Ellen Scully-Russ, Assistant Professor of Human and Organization Learning, Graduate School of Education and Human Development
24. Frank Sesno, Professor of Media and Public Affairs and International Affairs and Director of the School of Media and Public Affairs
25. Maia Sheppard, Assistant Professor of Curriculum and Pedagogy, Graduate School in Education and Human Development
26. Ekundayo Shittu, Assistant Professor of Engineering and Systems Engineering, School of Engineering and Applied Science
27. Michael Svoboda, Assistant Professor of Writing, University Writing Program
28. Tara Ghoshal Wallace, Professor of English, Associate Dean for Graduate Studies, Columbian College of Arts and Sciences
29. Beverly Westerman, Associate Professor of Exercise and Nutrition Sciences, School of Public Health and Health Services
30. Sara Wilensky, Undergraduate Program Director, School of Public Health and Health Services
31. Linda Yarr, Director for Partnerships for International Strategies in Asia, Elliott School of International Affairs

GW Sustainability Integration Committee

1. Kathleen Merrigan, Executive Director of Sustainability, Sustainability Collaborative
2. Lisa Benton-Short, Associate Professor of Geography, Columbian College of Arts and Sciences, Director of Sustainability Academic Program
3. Meghan Chapple, Director, Office of Sustainability
4. Rhonda Chapman, Sustainability Project Facilitator, Office of Sustainability
5. Shannon Ross, Stakeholder Engagement Coordinator, Office of Sustainability
6. Mark Ellis, Sustainability Project Facilitator, Office of Sustainability
7. Amit Ronen, Director, Solar Institute
8. James Mueller, Director of Research, Solar Institute
9. Jennifer Bristol, Executive Coordinator, Solar Institute
10. Dawnita Altieri, Senior Strategy Advisor, Sustainability Collaborative
11. Ann Allegra, Sustainability Collaborative
12. Lisa Van Pay, Director of Research Communications, External Relations
13. Melanie Fedri, Coordinator for Social Entrepreneurship
14. Donna Attanasio, Energy Initiative Advisor, GW Law School
15. Dan Reed, Director, Planet Forward

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Sustainability Collaborative was launched in 2014. The purpose is to coordinate campus-wide sustainability activities across research, teaching, practice, and engagement as well as to identify opportunities for GW leadership. Currently, the Collaborative has a staff of 3.35 FTEs.

The Office of Sustainability opened in January 2009, following the completion of the Task Force Report on Sustainability convened by President Knapp upon his arrival at the university. Since then, the Office has provided a strategic home for sustainability initiatives on campus, and the office works in partnership with many stakeholders on campus. With the recent launch of the Sustainability Collaborative, the Office is now focusing primarily on the university's practice of sustainability in its operations, business decisions, and living at GW. The Office does this by helping with tasks such as:

- Setting sustainability goals related to the above areas
- Supporting others at GW with the integration of activities into their current work
- Engaging with students to better serve their interests on campus, provide service-learning, and build momentum on student projects
- Facilitating partnerships between the university and external leaders on initiatives and events – non-profit organizations, multi-lateral organizations, business, local and national government, funders, peer institutions, others
- Helping to identify resources for sustainability efforts and sharing best practices across the university and with other sustainability practitioners
- Identifying and incubating sustainability projects that don't yet have a "home" in the university

GW's Office of Sustainability works closely with many departments on campus such as facilities, services, and campus planning, campus development and construction who lead the design and construction, and facilities operation and maintenance work. In addition, the Office of Sustainability supports and partners with other divisions ranging from the president's office and the provost's office, to food and dining, procurement, investment, human resources, finance, fundraising and development, student activities as well as various schools to integrate sustainability into the fabric of the organization.

Currently, the Office of Sustainability has a staff of 4.0 FTEs.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

7.35

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kathleen Merrigan (Executive Director of Sustainability), Lisa Benton-Short (Sust. Academic Director), Meghan Chapple (Dir. Office of Sust. & Senior Advisor), Frank Sesno (Creator of Planet Forward)

A brief description of each sustainability officer position:

The Executive Director of the Sustainability oversees the GW Sustainability Collaborative.

The Sustainability Academic Director oversees the Undergraduate Minor and related degree programs.

The Planet Forward Creator oversees the Director and staff of Planet Forward and leads efforts on GW sustainability engagement.

The Director of the Office of Sustainability leads a team to provide support and leadership for the advancement of GW's sustainability mission. With the recent launch of the Sustainability Collaborative, the Office is focusing primarily on the university's practice of sustainability in its operations, business decisions, and living at GW. The Director also acts as Senior Advisor on GW sustainability efforts to institution leaders .

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

<http://sustainability.gwu.edu/contact-us>

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

Ecosystems Enhancement Strategy:

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Climate Action Plan:

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Climate%20Action%20Plan.pdf>

GWater Plan:

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GWater%20Plan.pdf>

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes

Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes
Other	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

A curriculum/teaching plan was developed by the Executive Director of Sustainability and the Academic Leader for Sustainability in the summer of 2014. This plan was shared with the GW Sustainability Faculty Committee, and discussed during a retreat in the fall of 2014. Subsequently, the plan was submitted to the Provost, the Vice President for Research, and the Chief of Staff to the President. The plan provides basic trend and benchmarking information, an overview of GW activities to date, and identifies opportunities for GW advancement.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Short-term plan objectives include:

*A new master degree was proposed in the Plan; a faculty committee has been appointed and is working on developing the program.

*A Food Institute was proposed in the Plan; a faculty committee is completing work on a charter for the Institute.

*Two new pan-university courses in sustainability were identified in the plan; grants will be awarded in June 2015 to assist faculty in developing these courses.

*A staff need was identified in the plan to assist with student-facing activities, such as degree counseling, internships, and practicum opportunities; this position has been approved and a hiring process is underway.

Accountable parties, offices or departments for the Curriculum plan(s):

Executive Director of Sustainability and Academic Leader of Sustainability, Provost Office

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

A research plan was developed by the Executive Director of Sustainability and the Academic Leader for Sustainability in the summer of 2014. This plan was shared with the GW Sustainability Faculty Committee, and discussed during a retreat in the fall of 2014. Subsequently, the plan was submitted to the Provost, the Vice President for Research, and the Chief of Staff to the President. The plan provides basic trend and benchmarking information, an overview of GW activities to date, and identifies opportunities for GW advancement.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Short-term plan objectives include:

*The plan identified the goal of increasing competitive grant awards; data were analyzed to understand baseline activities from which to evaluate GW's effort to increase research funding. Second, GW partnered with National Council on Science and the Environment to host the Federal Academic Dialogue to help connect faculty with federal and foundation officers overseeing grant funds.

*A director of research for the GW Collaborative was proposed in the plan; the position has been approved by the Provost and a search is underway.

*A research project associated with GreenGov was identified in the plan; the Collaborative has established a grant program for faculty to assist this process.

Accountable parties, offices or departments for the Research plan(s):

Executive Director of Sustainability, Provost Office

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Campus engagement is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so campus engagement is integrated into all aspects of the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Measurable objectives, strategies and time frames are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how campus engagement is integrated across two goals, but in fact campus engagement is integrated across seven goals, and they can all be found here.

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

. Goal 6 primarily focuses on aspects of campus engagement.

Target 1.2A Design guidelines around outdoor space that are habitat friendly and promote noninvasive plants Tactic 6) Use the campus as a living laboratory for conducting a campus-wide habitat assessment

Indicator % of university spend on non-invasive and/or native plants

Target 2.1A Offset sq. ft. loss of existing tree canopy and green cover from natural causes or development with new plantings. Tactic 3)

Encourage the increased use of public transport by students, staff, and faculty to reduce demand for parking spaces

Indicator No net loss of existing tree canopy and green cover

Target 2.2 Enhance livability of indoor space and increase indoor air filtration capacity Tactic 2) Encourage the adoption of potted plants or other greenery as part of the Green Office

Program

Indicator Plantings in indoor spaces

Target 2.3A By 2025, reduce campus GHG emissions by 54,000 MtCO₂e through building energy efficiency and conservation measures.

Tactic 5) Install building dashboards and kiosks to encourage behavior change and engage the campus community in energy reduction efforts

Indicator MtCO₂e emitted due to on-site building energy consumption

Target 2.4A Establish staff telecommuting policies for offices on each GW campus

Indicator MtCO₂e emitted due to student, faculty, and staff commuting

Tactics 1) Promote lower carbon commuting options via incentives such as Capital BikeShare,

Washington Metropolitan Area Transit Authority (WMATA) rail and bus lines, carpooling, rideshare etc.

2) Offer programs and incentives to support increased use of telecommuting and alternative work schedule options

3) Use video/teleconferencing options where available for regularly scheduled staff meetings

3) Promote staff air travel purchases via iBuy to enable better tracking of travel expenditures, mileage, and associated emissions

4) Enhance remote teleconferencing and computing capability to reduce air travel demand

5) Use non-stop flights when available

6) Encourage the use of rail for travel within 250-300 miles whenever available

Target 2.7A Draft a sustainable procurement strategy for three major purchase categories (e.g. paper, electronics, water, furniture, food, vehicles, textiles) by 2015

Tactics 1) Engage GW students and vendors in eco-labeling/carbon foot printing project of products sold on campus

5) Adopt paperless initiatives on campus for conferences, events, and meetings

6) Formalize campus-wide reuse program to reduce demand for new equipment and other purchases

7) Implement green purchasing training and awareness program

Target 2.8 Mitigate air travel mileage of GW staff and faculty

Tactics 1) Continue to refine air travel emissions tracking and measuring capability

2) Negate remaining emissions by purchasing credible local offset

3) Promote staff air travel purchases via iBuy to enable better tracking of travel expenditures, mileage, and associated emissions

4) Enhance remote teleconferencing and computing capability to reduce air travel demand

5) Use non-stop flights when available

6) Encourage the use of rail for travel within 250-300 miles whenever available

Target 6.1 Increased campus sustainability programming/awareness and increased access to local natural spaces for the GW community

Indicator Number of events, Green Grad Pledgees, Campus Survey, Number of Eco-reps, Number of offices participating in the Green Office Program

Target 6.2 Increase GW community's awareness of and engagement with regional natural areas

Indicator No. of projects/Total Volunteer Hours/No. of partners

Accountable parties, offices or departments for the Campus Engagement plan(s):

Office of Sustainability, Facilities Services, Procurement Office, Center for Student Engagement

A brief description of the plan(s) to advance Public Engagement around sustainability:

Public engagement is a critical part of the strategy at GW as outlined in the university's strategic plan, released in 2013, "Vision 2021: A Strategic Plan for the Third Century of The George Washington University." Sustainability is a key focus area of the university's strategic plan, and it outlines goals and actions for addressing public engagement. It states, "Our university is known as a world leader for turning knowledge into action to address society's most challenging problems. Teaching our students to harness knowledge for the betterment of humankind will continue to be a hallmark of a GW education."

[https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/Strategic%20Plan_May13.pdf]

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Measurable objectives, strategies and timeframes are listed throughout the strategic plan. We will:

- Develop ways to communicate the results of our research more effectively to the general public
 - Make GW a leader in shaping the national dialogue in areas of our academic strengths
 - Expand our role as a model institutional citizen
 - Identify and develop partners locally and around the world where students will spend extended periods of time participating in research or providing service, preferably in contexts where they become immersed in an unfamiliar culture.
 - Create on-campus and virtual leadership institutes for alumni and policy leaders that are open to GW students.
 - Encourage applied, translational, and policy research and scholarship that provide perspectives on and solutions to significant societal problems through incentives such as enhanced funding for faculty sabbaticals to engage in policy-related or translational research and additional leave for opportunities made possible by the intergovernmental Personnel Act and other government programs.
 - Initiate a "reverse sabbatical" program for individuals engaged in policymaking, governance, or professional practice to teach and do research at GW.
 - Develop mechanisms to disseminate the results of GW research beyond the boundaries of the academic community to aid in problem solving and effect positive change in the world.
 - Encourage schools to adopt small think tanks and integrate their work into our educational and research programs.
 - Establish an incubator to translate student and faculty research into private-sector enterprises that can supply goods and services on a large scale.
 - Leverage emerging mechanisms for digitizing and disseminating knowledge to more effectively incorporate GW's libraries into the research enterprise.
- secure funds to bring prominent policymakers and writers to campus as guest professors who teach all or part of a course; provide online access to these courses and lectures.
- Create GW-branded policy case studies similar to the Harvard Business school case studies; firmly establish GW's leadership in this area.
 - Continue hiring and retaining a diverse workforce that includes underrepresented groups, veterans, and people with disabilities.
 - Encourage faculty and students to engage in research and activities that contribute to the local community, including legal clinics, health care studies, and economic development plans. Enable faculty to engage in research that includes students and local community members.
 - Develop reciprocal partnerships with D.C. businesses, governmental agencies, schools, and nonprofit organizations, particularly those that support underrepresented groups and at-risk populations. identify and work with local minority-owned firms.

Accountable parties, offices or departments for the Public Engagement plan(s):

Provost, Deans, Chairs, the Executive Director of Sustainability, and many others including Office of Sustainability, Center for Civic Engagement and Public Service,

A brief description of the plan(s) to advance sustainability in Air and Climate:

Air & Climate is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so air & climate is integrated into all aspects of the plan. [<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Goal 2 primarily focuses on air & climate.

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target 2.1 Enhance tree canopy and green cover to help increase sequestration potential and outdoor air filtration capacity

Target 2.1A Offset sq. ft. loss of existing tree canopy and green cover from natural causes or development with new plantings.

Indicator No net loss of existing tree canopy and green cover

Target 2.2 Enhance livability of indoor space and increase indoor air filtration capacity

Indicator Plantings in indoor spaces

Target 2.3 Reduce GW's total carbon footprint by 80% by 2040

Target 2.3A By 2025, reduce campus GHG emissions by 54,000 MtCO_{2e} through building energy efficiency and conservation measures.

Indicator MtCO_{2e} emitted due to on-site building energy consumption

Target 2.4 Increase proportion of commuters using lower carbon commuting options vs. SOVs

Target 2.4A Establish staff telecommuting policies for offices on each GW campus

Indicator MtCO_{2e} emitted due to student, faculty, and staff commuting

Target 2.5 Generate 10% of energy demand through on-site low-carbon technologies by 2040

Target 2.5A Complete a number of new installations of small-scale, on-site low-carbon technologies by 2015

Indicator kWh output from on-campus renewable generation

Target 2.6 Decrease the carbon intensity of the region's electricity fuel mix and create a system for credible, local carbon offsets

Indicator MtCO_{2e} emitted through electricity and natural gas (heating) consumption

Target 2.7 Increase sourcing of lower climate footprint products

Target 2.7A Draft a sustainable procurement strategy for three major purchase categories (e.g., paper, electronics, water, furniture, food, vehicles, textiles) by 2015

Indicator % of new contract actions sourcing low-carbon alternatives

Target 2.8 Mitigate air travel mileage of GW staff and faculty

Target 2.8A Implement carbon measuring and reporting mechanism for staff and faculty air travel.

Indicator MtCO_{2e} emitted via air travel

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability, Facilities

A brief description of the plan(s) to advance sustainability in Buildings:

Buildings are a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so buildings are integrated into all aspects of the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how buildings are integrated across three goals, but in fact buildings are integrated across many goals, and they can all be found here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target 1.3 Reduce interior and exterior light pollution from university owned & operated facilities

Target 1.3A 40% of new construction and major renovation projects meet LEED light pollution reduction requirements by 2017

Indicator % or # of new construction or major renovation projects meeting LEED light pollution reduction requirements

Target 2.2

Enhance livability of indoor space and increase indoor air filtration capacity Indicator

Plantings in indoor spaces

Target 2.3

Reduce GW's total carbon footprint by 80% by 2040 Target 2.3A

By 2025, reduce campus GHG emissions by 54,000 MtCO_{2e} through building energy efficiency and conservation measures. Indicator MtCO_{2e} emitted due to on-site building energy consumption

Target 3.1: 25% absolute reduction in potable water consumption over 10 years from FY08 baseline

Indicator: Total annual water consumption

Tactics: Low-flow fixtures, prioritize WaterSense appliances, etc.

Target 3.3: By 2021 reuse all retained stormwater for grey water systems, cooling towers, and irrigation

Indicator: total stormwater reclaimed

Tactics: New water sourcing technologies in new construction, green roofs, etc.

Accountable parties, offices or departments for the Buildings plan(s):

Office of Sustainability, Facilities Services

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Dining services/food are a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so dining services/food are integrated into all aspects of the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Goal 4 primarily focuses on dining services/food.

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target 4.1 Produce food on campus

Target 4.1A Sell food grown on campus at on-campus venues

Indicator Pounds of food produced on campus

Target 4.2 Engage with on-campus food vendors to encourage sustainable practices

Target 4.2A Certify 3-5 vendors on campus in 2013

Indicator Number of certified restaurants

Target 4.3 Source food from regional sources

Target 4.3A Highlight all food in GW run venues with its producer origin

Indicator % of university expenditure of local food

Target 4.4 Raise awareness about nutrition and environmentally-friendly farming and eating practices

Indicator Number of awareness campaigns

Target 4.5 Increase transparency of food served on campus

Target 4.5A Conduct “GW Food Footprint” for some products in 2013

Indicator Number of third party certifications used; Results of food sourcing survey

Target 4.6 Integrate food studies into curriculum and research initiatives at the universities

Indicators

Tactics 1) Increase service learning and capstone projects related to global food challenges available to GW students

2) Launch a GW food institute to encourage interdisciplinary research related to sustainable food production systems

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Office of Sustainability, Campus Support Services, Pelham Dining Hall, GW Food Institute, GW Urban Food Task Force

A brief description of the plan(s) to advance sustainability in Energy:

Energy is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university’s approach to practicing sustainability in its business decisions and organizational culture, and in the GW Climate Action Plan which addresses climate change through the design, management and use of GW’s campuses, and through GW’s academics. The Ecosystems Enhancement Strategy and Climate Action Plan take a systems approach, and so energy is integrated into many aspects of the plans.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf> and

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Climate%20Action%20Plan.pdf>]

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW’s Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. The GW Climate Action Plan provides recommendations and examples of changes to reduce energy consumption. Below are examples of how energy is integrated in both plans’ goals and strategies, they can all be found here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20E>

[enhancement%20Strategy%202012.pdf](#)

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Climate%20Action%20Plan.pdf>

Target 2.3: Reduce GW's total carbon footprint by 80% by 2040

Indicator: MtCO₂e emitted due to on-site building energy consumption

Target 2.5: Generate 10% of energy demand through on-site low-carbon technologies by 2040

Indicator: kWh output from on-campus renewable generation

Target 2.6: Decrease the carbon intensity of the region's electricity fuel mix and create a system for credible, local carbon offsets

Indicator: MtCO₂e emitted through electricity and natural gas (heating) consumption

Recommendations: Expand IT Systems Enabling Energy Reductions, Target the Equivalent of LEED Silver on All New Buildings, Focusing on Energy Efficiency Points, and Expand Eco-challenge Activities and Energy Efficiency Policies

Accountable parties, offices or departments for the Energy plan(s):

Office of Sustainability, Facilities Services, Center for Student Engagement, GW Solar Institute

A brief description of the plan(s) to advance sustainability in Grounds:

Grounds are a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so grounds are integrated into many aspects of the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how grounds are integrated across 3 goals, but in fact grounds are integrated across 5 goals, and they can all be found [here](#)

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target: 1.1 Increase Green Space

Indicator: Total Permeable campus Area

Target 1.2: Enhance the biological richness/diversity of the campus

Indicator: % of university spent on non-invasive and/or native plants

Target 2.1: Enhance tree canopy and green cover to help increase sequestration potential and outdoor air filtration capacity

Indicator: No net loss of existing tree canopy and green cover

Target 3.2: 10% absolute increase in permeable space over 10 years from FY11 baseline

Indicator: Total permeable campus area (in sq. ft.)

Accountable parties, offices or departments for the Grounds plan(s):

Office of Sustainability, Facilities Services, and Planning, Development, & Construction

A brief description of the plan(s) to advance sustainability in Purchasing:

Purchasing is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so purchasing is integrated into all aspects of the plan. [https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf]

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how purchasing is integrated across 5 goals other examples can be seen here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target 1.6: Increase sourcing of products that minimize impact on biodiversity and natural space

Indicator: % of new contract actions sourcing low-impact product alternatives

Target 2.7: Increase sourcing of lower climate footprint products

Indicator: % of new contract actions sourcing low-carbon alternatives

Target 3.5: 50% reduction in university expenditure on bottled water over 5 years from FY11 baseline

Indicator: University expenditure from GW Procurement on bottled water

Target 4.3: Source food from regional sources

Indicator: % of university expenditure of local food

Target 5.4: Encourage sustainable practices in our sourced products that reduce waste

Indicator: % of new contract actions sourcing low waste alternatives

Accountable parties, offices or departments for the Purchasing plan(s):

Office of Sustainability, Facilities Services, Campus Support Services, Division of Information Technology, and Procurement Office

A brief description of the plan(s) to advance sustainability in Transportation:

Transportation is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so Transportation is integrated into all aspects of the plan. [<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how Transportation is integrated across 3 goals other examples can be seen here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20E>

<nhancement%20Strategy%202012.pdf>

Target 1.1 Increase green space

Tactic Boost incentives and options for public or alternative forms of transit for faculty and staff to reduce parking demand via single occupancy vehicle use

Target 2.1 Enhance tree canopy and green cover to help increase sequestration potential and outdoor air filtration capacity

Tactic Encourage the increased use of public transport by students, staff, and faculty to reduce demand for parking spaces

Target 2.4 Increase proportion of commuters using lower carbon commuting options vs SOVs

Indicator MtCO₂e emitted due to student, faculty, and staff commuting

Target 3.3 By 2021 reuse all retained stormwater for grey water systems, cooling towers, and irrigation

Tactic Work with District Department of Transportation to incorporate water saving technologies in public space as part of the landscaping for new projects on campus e.g., plans for larger tree boxes as part of Streetscape.

Accountable parties, offices or departments for the Transportation plan(s):

Office of Sustainability, Transportation and Parking Services, Facilities Services

A brief description of the plan(s) to advance sustainability in Waste:

Waste is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university’s approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so waste is integrated into all aspects of the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW’s Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how waste is integrated in two goals other examples can be seen here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target 3.5 50% reduction in university expenditure on bottled water over 5 years from FY11 baseline

Indicator University expenditure from GW Procurement on bottled water

Target 5.1 Zero Waste, increase recycling, introduce front-of-house composting

Indicator Waste Diversion Rate

Target 5.2 Zero Waste, create regional reuse partnerships

Accountable parties, offices or departments for the Waste plan(s):

Office of Sustainability, Zero Waste Team, Facilities Services, Campus Dining

A brief description of the plan(s) to advance sustainability in Water:

Water is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university’s approach to practicing sustainability in its business decisions and organizational culture, and the GW Water Plan. The Ecosystems Enhancement Strategy takes a systems approach, and so water is integrated into all aspects of the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]
and

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GWater%20Plan.pdf>

The measurable objectives, strategies and timeframes included in the Water plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy and GW Water Plan. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how water is integrated into goals in both plans other examples can be seen here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

and

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GWater%20Plan.pdf>

GW Water Plan

Goal 1: reduce potable water footprint

Target: 25% absolute reduction over 10 years from FY08 baseline

Goal 2: Use GW campuses as test beds for new water reclamation technologies to reduce potable water consumption

Target: By 2021, reuse all retained stormwater for greywater systems cooling towers and irrigation

Ecosystems Enhancement Strategy

Target 3.2 10% absolute increase in permeable space over 10 years from FY11 baseline

Indicator: Total permeable campus area

Target 3.4 Encourage watershed replenishment through projects on GW's campus that qualify for water quality trading schemes

Indicator Number of projects and/or credits achieved

Target 3.6 Increase sourcing of lower water footprint products

Indicator: % of new contract actions sourcing low-water alternatives

Accountable parties, offices or departments for the Water plan(s):

Office of Sustainability, Facilities Services, and Planning, Development, & Construction, Office of Procurement

A brief description of the plan(s) to advance Diversity and Affordability:

As recorded in the Vision 2021 Strategic Plan, the University is committed to "expanding its role as a model citizen in the greater Washington, DC area." Significant expenditures under this objective include tuition for District public school students and citizens, and a variety of workshops. In addition, the University will continue hiring and retaining a diverse workforce that includes underrepresented

groups, veterans, and people with disabilities.

The Strategic Plan also includes the intention to establish a Student Support Fund which will be drawn from philanthropic gifts that will provide resources for graduate programs, veterans' support programs, affinity housing, and the Career Center.

https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/Strategic%20Plan_May13.pdf

https://diversity.gwu.edu/sites/diversity.gwu.edu/files/downloads/gw_statement_on_diversity_and_inclusion.pdf

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The Office of Diversity and Inclusion, Office of the Provost

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Health and Wellbeing are a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so Health and Wellbeing are integrated into all aspects of the plan.

[\[https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf\]](https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf)

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how Health and Wellbeing are integrated across 7 goals other examples can be seen here

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Target 1.3: Reduce interior and exterior light pollution from university owned and operated facilities

Indicator: % or # of new construction or major renovation projects meeting LEED light pollution reduction requirements

Target 2.2 Enhance livability of indoor space and increase indoor air filtration capacity

Indicator plantings in indoor spaces

Target 4.1 Produce food on campus

Indicator Pounds of food produced on campus

Target 6.1 Increased campus sustainability programming/awareness and increased access to local natural spaces for the GW community

Indicator: number of events, green grad pledgees, campus survey, number of eco-reps, number of offices in green office program

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Office of Sustainability, Human Resources Department, Lerner Health and Wellness Center, Facilities

A brief description of the plan(s) to advance sustainability in Investment:

Investment is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so investment integrated into the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how investment is integrated across the goals

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20E>

<nhancement%20Strategy%202012.pdf>

Target 7.0: Develop a framework for considering sustainability trends and issues as part of the evaluation of strategic investment opportunities and risks

Short term target 7.0A: Develop a process for reviewing proxy votes on sustainability-related issues by 2014

Indicator: Percentage of investments that is sustainable

Accountable parties, offices or departments for the Investment plan(s):

STARS Reporting Tool | AASHE

A brief description of the plan(s) to advance sustainability in other areas:

Connection to natural areas

Connection to natural areas is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so connection to natural areas is integrated into the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

Biodiversity

Biodiversity is a critical part of the sustainability strategy at GW as outlined in the GW Ecosystems Enhancement Strategy, the overarching sustainability strategy for the university's approach to practicing sustainability in its business decisions and organizational culture. The Ecosystems Enhancement Strategy takes a systems approach, and so biodiversity is integrated into the plan.

[<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>]

The measurable objectives, strategies and timeframes included in the other plan(s):

Connection to natural areas

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how connection to natural areas is integrated across the goals

<https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/GW%20Ecosystems%20Enhancement%20Strategy%202012.pdf>

Goal 6: Encourage a natural urban environment that helps enhance physical, mental, and social well-being

Target 6.1: Increased campus sustainability programming/awareness and increased access to local natural spaces for the GW community

Indicator: Number of events, Green Grad Pledges, Campus Survey, Number of Eco-reps, Number of offices participating in the Green Office Program

Target 6.2: Increase GW community's awareness of and engagement with regional natural areas

Indicator: No. of projects/Total Volunteer Hours/No. of partners

Target 6.3: Increase GW community's awareness of and engagement with global natural areas

Indicator: No. of projects, Total Volunteer Hours, No. of partners

Biodiversity

Measurable objectives, strategies and timeframes are listed across all the goals in the in GW's Ecosystems Enhancement Strategy. Each of the seven goals of the plan have sub-goals, targets, and tactics that signal GW is making progress towards the overarching goal. Below are examples of how biodiversity is integrated across the goals

Target 1.4: Research biodiversity in Chesapeake watershed and work with local conservation/preservation organizations

Indicator: Amount of research funding (\$) for biodiversity-related projects

Target 1.6: Increase sourcing of products that minimize impact on biodiversity and natural space

Target 1.6A: Draft a sustainable procurement strategy for three major purchase categories (e.g. paper, electronics, water, furniture, food, vehicles, textiles) by 2015

Indicator:% of new contract actions sourcing low-impact product alternatives

Accountable parties, offices or departments for the other plan(s):

Office of Sustainability

The institution's definition of sustainability:

GW's definition for sustainability is reflected in the stated vision. GW envisions a future with resource systems that are healthy and thriving for all. This means that GW sees the environmental, social, and economic components are integral to sustainability. The intention is to ensure that resources are equitably provided across all sectors of society and in all generations in a way that creates financial value, as well.

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

As noted above, the university's strategic plan highlights sustainability as a high priority, particularly as an area for the university to model interdisciplinarity in curriculum and research activities.

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

<https://sustainability.gwu.edu/resources>

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Student Association (SA) is an elected body of student representatives. The Student Association meets regularly with GW senior administrators, including the president. The SA president and one of its vice presidents participate on the Board committees on Academic Affairs and Student Affairs. The SA president, or a delegate, report on the SA's activities and initiatives at every Board of Trustees meeting. The SA president also meets with the Chair of the Board of Trustees on a regular basis.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

N/A

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
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Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

N/A

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

GW staff supports and attends Board and committee meetings. The staff participate in a number of committees established by the university on issues of importance to staff, including, e.g., the Benefits Advisory Committee, and employee grievance committees. The president of the university is an ex officio voting member of the Board of Trustees. There is no other staff representation on the university's Board of Trustees.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

N/A

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

N/A

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The faculty have a role in governance through two university-wide groups: (1) the Faculty Assembly, which consists of academic personnel in full-time service and certain designated administrative personnel; and (2) the Faculty Senate, a representative body acting for the faculty as a whole in legislative and advisory capacities. The chair of the Faculty Senate Executive Committee participates on the Committee on Academic Affairs meetings, and reports on the Faculty Senate's activities and initiatives at every Board of Trustees meeting. The chair of the Board of Trustees meets with the Faculty Senate Executive Committee chair on a regular basis. This year, faculty are also participating in working groups with trustees to review and make recommendations regarding faculty governance.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Our assumption here is that the governing body is the Board of Trustees.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Category: Establishing organizational mission, vision, and/or goals

- The Faculty Senate provides leadership and guidance in university planning in such areas as program development and physical facilities. Faculty members also serve as members, and often chairs, of executive leadership searches such as those for the director of the Corcoran School of the Arts & Design, the School of Nursing, and the Elliott School of International Affairs.

- Websites

 - o

 - <http://www.gwu.edu/~facsen/>

 - o

 - <http://gwtoday.gwu.edu/george-washington-university-announces-new-dean-school-nursing>

 - o

 - <https://advising.columbian.gwu.edu/general-curriculum-requirements>

- Examples

- o GW Faculty Senate review of Faculty Code
- o Executive Searches
- o General curriculum requirements

Category: Establishing new policies, programs, or initiatives

- The Faculty Senate provides leadership and guidance in university planning in such areas as program development and physical facilities. Recently, faculty across the university participated in a review and revamp of the university's Faculty Code and participated in four working groups that targeted such areas as governance, tenure, and promotion. Faculty also have responsibilities specific to each school as outlined in their bylaws.

- Websites

- o

<http://www.gwu.edu/~facsen/>

- o

<https://provost.gwu.edu/school-bylaws>

- o

<https://library.gwu.edu/about/faculty-open-access>

- o

<https://advising.columbian.gwu.edu/general-curriculum-requirements>

- Examples

- o GW Faculty Senate review of Faculty Code
- o Faculty Open Access Policy for Research Publications
- o General curriculum requirements

Category: Strategic and long-term planning

- Faculty served in key roles of the planning and development process for the GW Strategic Plan, including serving as chairs of working groups and as members of the steering committee. The Faculty Senate provides leadership and guidance in university planning in such areas as program development and physical facilities. Faculty also have responsibilities specific to each school as outlined in their bylaws.

- Websites

- o

<https://provost.gwu.edu/strategic-plan>

o

<http://www.gwu.edu/~facsen/>

o

<https://provost.gwu.edu/school-bylaws>

- Examples

- o GW Strategic Plan

- o GW Faculty Senate

- o School bylaws

Category: Existing or prospective physical resources

- The Faculty Senate provides leadership and guidance in university planning in such areas as program development and physical facilities. Recently, faculty from four schools participated in the design of Science and Engineering Hall, which brings together faculty, students, and researchers who before were housed in nearly a dozen buildings across campus.

- Websites

- o

<http://www.gwu.edu/~facsen/>

- o

<http://seh.gwu.edu>

- o

<http://publichealth.gwu.edu/facilities/950-new-hampshire-avenue>

- Examples

- o GW Faculty Senate

- o Science and Engineering Hall

- o Milken Institute School of Public Health

Category: Budgeting, staffing, and financial planning

- The Faculty Senate reviews major investments by the university and has the authority to create working groups to explore such areas as faculty compensation and benefits. The Senate also hears reports from key offices across the university, including the Division of Student Affairs, Division of Athletics, Office of Sustainability, and Office of Diversity and Inclusion. Faculty also have responsibilities specific to each school as outlined in their bylaws.

- Websites

- o

<http://www.gwu.edu/~facsen/>

- o

<http://seh.gwu.edu>

- o

<http://publichealth.gwu.edu/facilities/950-new-hampshire-avenue>

- o

<https://provost.gwu.edu/school-bylaws>

- Examples

- o GW Faculty Senate

- o Science and Engineering Hall

- o Milken Institute School of Public Health

- o School bylaws

Category: Prioritization of programs and projects

- Faculty lead programs to advance the mission of the university, such as the Elliott School of International Affairs' Strategic Opportunities for Academic Research Initiative, which provides seed funding to faculty with strong prospects for external funding. Faculty also have responsibilities specific to each school as outlined in their bylaws.

- Websites

- o

https://elliott.gwu.edu/sites/elliott.gwu.edu/files/downloads/GWES-AR2013-14_v033g_WEB.pdf

- o

<https://advising.columbian.gwu.edu/general-curriculum-requirements>

- o

<https://provost.gwu.edu/school-bylaws>

- Examples
 - o SOAR Initiative
 - o General curriculum requirements
 - o School bylaws

The website URL where information about the institution's governance structure is available:

http://www.gwu.edu/sites/www.gwu.edu/files/downloads/PRES_OrgChart_0714.pdf

Diversity & 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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Keely Walston
Asst. to VP ODI
ODI

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

Submission Note:

<http://diversity.gwu.edu/>

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes

Employee diversity and equity

Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The President’s Council on Diversity and Inclusion solicits ideas, recommendations, and feedback from the broader community. Through collaboration, research, and action, the Council proposes and implements best practices that benefit all members of the GW community, enhance the experience of traditionally underrepresented populations, and cultivate a more inclusive climate for students, staff, faculty and the broader community, of which George Washington is an integral part.

The Office for Diversity and Inclusion (ODI) includes the Vice Provost, Associate Provost and Special Assistant and includes 4 units, including Disability Support Services, Civic Engagement and Public Service, Multicultural Student Services, and Title IX. The ODI immediate oversees a campus-wide innovations in diversity grant program, tutoring initiative, and newsletter and partners with academic units to offer resources to help diversify the graduate student population and faculty.

The full-time equivalent of people employed in the diversity and equity office:

35

The website URL where information about the diversity and equity committee, office and/or officer is available:<http://diversity.gwu.edu/>**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

For GW employees, we offer both instructor-led and on-demand resources on the topic of cultural competence. At our annual employee conference, we offer instructor-led sessions, such as Working Across Generations and Promoting Service Excellence Through Diversity Leadership and Effective Cross Cultural Communication. Registration for these sessions is open to all employees. In addition, for employee-learning and professional development throughout the year, we offer a robust online catalog of courses that includes trainings such as Improving Communication in Cross-cultural Relationships and Communicating Across Cultures.

All GW staff are required to take sexual harassment training. Through case studies and discussion, staff members explore the law and GW's policy on sexual harassment in the workplace. Participants learn to identify various behaviors that may constitute sexual harassment

and how to respond appropriately to disclosures, including what GW offices receive and investigate sexual harassment complaints.

The website URL where information about the cultural competence trainings is available:

<http://ode.hr.gwu.edu/>

Assessing Diversity and Equity

Responsible Party

Keely Walston
Asst. to VP ODI
ODI

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

In 2011, through surveys, focus groups, and formal and informal discussions with students, faculty, staff and alumni, the University assessed the campus diversity and inclusion climate. Additionally, the President's Council on Diversity and Inclusion held open forums, with the university President and senior leadership on the main Foggy Bottom campus and the Virginia campus and gathered feedback from over 300 students, faculty, staff, trustees and others from the broader D.C. community. The information gathered during this process, led to the adoption of the official GW Statement on Diversity and Inclusion, in 2012, as well as the creation of the Office for Diversity and Inclusion. The report continues to guide the work of the Office of Diversity and Inclusion.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The annual senior surveys and graduate student surveys are analyzed to assess diversity and equity issues. In Spring 2014, students were surveyed to get information about the climate for preventing, reporting and responding to incidents of sexual assault.

During the 2013-14 academic year, a formal audit of multicultural services was conducted by an external review team. The project's data gathering included student interviews, focus groups, site visits, interviews with key campus officials, program assessments, and review of existing student and alumni survey results.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The university participated in the Chronicle of Higher Education's Great Colleges to Work for in 2012. Employees evaluated the university in 12 categories, such as job satisfaction, teaching environment, and benefits.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

To act on the information gathered by the President's Council on Diversity and Inclusion, in the 2013 academic year, a consultant was hired to assess GW's capacity to implement a supplier diversity program and recommend best practices in place at other universities. As a result, new software was purchased and new training programs for minority vendors was instituted.

The Center for Civic Engagement implemented a strategic planning process in academic year 2013. A key element included an analysis of feedback from community partners, donors, and program participants, as well as other key student, faculty and staff constituents. The Center adopted a five-year strategic plan that is an extension of the newly adopted GW Strategic Plan. A new customer relationship management tool will be identified and acquired by academic year 2015 - 2016 to better enable ongoing assessment.

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

https://diversity.gwu.edu/sites/diversity.gwu.edu/files/downloads/First_report_of_the_PCDI.pdf

Support for Underrepresented Groups

Responsible Party

Keely Walston
Asst. to VP ODI
ODI

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

<http://ci.gwu.edu/multicultural-student-services-center-mssc>

,

<http://gwired.gwu.edu/mssc>

,

<http://ode.hr.gwu.edu/emdp>

,

<http://hr.gwu.edu/colonial-community>

,

<http://counselingcenter.gwu.edu/campus-and-community-resources>

<http://military.gwu.edu/mission>

<http://www.gwu.edu/disability-support-services>

<http://my.gwu.edu/files/policies/SexualHarassmentFINAL.pdf>

<http://gwired.gwu.edu/sarcteam/report/>

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

The University's Multicultural Student Services Center (MSSC) has a variety of support programs in place to support underrepresented groups on campus. MSSC is GW's center for multicultural student communication, community building, and leadership. MSSC collaborates with faculty and major university offices to develop co-curricular and experiential learning opportunities for GW students to support the shaping of a campus climate that welcomes cultural, racial, ethnic, and intellectual diversity. The Center provides peer and professional staff, services, and other resources to support the academic, cultural, social, spiritual and professional growth of students as well as to enhance the retention, inclusion and increase in participation rates of students of color. MSSC sponsors RISE (a peer mentoring program), the Black Men's Initiative (a program geared to Black males at GW and the development of their complete selves), monthly cultural heritage celebrations, culture-centered activities, brown bag luncheons with faculty, a leadership series, lectures and other events to name a few that support the academic, social, intellectual and spiritual growth of underrepresented groups within the student body. The University Counseling Center (UCC) provides list of resources regarding culture and mental health. The UCC also provides counseling consultations at the MSSC to provide insight, support and introduction to other support resources.

The Office of Military and Veterans Affairs supports the learning, service, and excellence of students who are military members, veterans and military family members.

The Office of Disability Support Services provides registration assistance, readers, interpreters, scribes, individualized learning specialist support, adaptive materials and equipment, assistance with note taking, laboratory and library assistance, and test accommodations for students with a range of disabilities.

The website URL where more information about the support programs for underrepresented groups is available:

<http://ci.gwu.edu/multicultural-student-services-center-mssc>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The university is an Equal Employment Opportunity/Affirmative Action (EEO/AA) employer committed to maintaining a non-discriminatory, diverse work environment. The university does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, genetic information, or on any other basis prohibited by applicable law in any of its programs or activities.

Contact: Office of Equal Employment Opportunity and Affirmative Action.

Policies, procedures and programs addressing discrimination on the basis of sex, including relationship and sexual violence and stalking, can be found in the Threats and Violence Policy and Sexual Harassment and Sexual Violence Policy and Procedures, and the Annual Safety and Security Report. As of October 1, 2014, the latter includes information about all possible sanctions, interim academic measures, and prevention programming. Information about confidential reporting and on- and off-campus support services can be found on the newly-created one-stop shop HAVEN website (designed in 2013) and Sexual Assault Crisis Response (SARC) team website.

A search is in progress for a new position, the Assistant Director for Sexual Assault Prevention and Response; new hire is expected to be in place by January 2015

Contact: Office of the Title IX Coordinator

Contact for questions regarding the protections against discrimination on the basis of disability: Students - Associate Dean of Students, Administrative Services, Office of the Dean of Students. Other members of the university community may contact the Executive Director of Equal Employment Opportunity and Affirmative Action.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://hr.gwu.edu/eo-statement>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Keely Walston
Asst. to VP ODI
ODI

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

The University has a formal Opportunity Hiring Initiative that is designed to help hire outstanding individuals who are of special interest to the University, schools and departments and who will advance GW's goal of becoming an even more inclusive and increasingly excellent academic institution. The Initiative aspires to increase the number of diverse faculty by enabling departments to hire the top two candidates from a single search or enabling departments to recruit a senior distinguished scholar.

To address the national need for a more diverse faculty, GW has a Provost Graduate Fellowship program to further diversify the faculty pipeline. At steady state the program will have 20 fellows and cost approximately one million dollars.

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

<http://provost.gwu.edu/faculty-recruitment-personnel-relations>

Affordability and Access

Responsible Party

Keely Walston
Asst. to VP ODI
ODI

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

<http://parentinginitiative.gwu.edu/about-gw-parenting-initiative>

"---" 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?:

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

GW has adopted a fixed tuition plan/policy for undergraduate students, which guarantees that the academic-year tuition fee upon year of entry will not increase for up to five years of full-time study. This coupled with the university's guarantee of a portion of institutional aid from year of entry for up to five years, helps to stabilize and minimize the cost of attendance for all-students, in particular for low-income students.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Through HR, MSSC, and Service Excellence, the university offers limited, but on-going training and workshop for faculty and professional and pre-professional staff working with special populations, such as students from low-income and underrepresented backgrounds. Additionally, we recently initiated a grants program called Innovation in Diversity and Inclusion, where we have received numerous proposals that can be utilized to better serve students from low-income backgrounds.

The newly formed GW Task Force on Access and Success will offer recommendations to reduce barriers and create opportunities to enroll low-income, first-generation and/or students underrepresented in STEM fields and careers. The task force recommendations will emphasize high impact, replicable models for success.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

As mentioned earlier, GW's MSSC sponsors a number of programs to prepare students such as the RISE program, Black Men's Initiative, and partnerships with the University Counseling Center to gain awareness and work-through the challenges of long-term persistence at a predominately white institution (PWI).

Private foundations and donors are funding scholarships that enable high school students from target populations --first-generation, Latino, Native American, Alaska Native, and Native Hawaiian-- to enroll in new summer pre-college programs. GW is hosting several seminars and symposia such as the 2015 Reach for College! College Readiness Summer Institute for Educators and the Graduate School of Human Development and Education's College Access and Affordability Institute.

In partnership with local nonprofits and GW student organizations, GW's Center for Civic Engagement and Public Service co-sponsored college awareness and readiness programs for 35 families of two DC middle schools, 33 Vietnamese high school students and their parents and 60 Latino elementary school students.

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

The George Washington University Stephen Joel Trachtenberg Scholars program offers full scholarships to D.C. students. The SJT Scholars Program aims to provide local students with the opportunity to continue their education and leadership development through professional and civic experiences.

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

The undergraduate admissions office partners with the MSSC to coordinate events, such as Colonial Insight and Colonial Connection, to help parents learn about available university resources, as well as to help them develop the knowledge needed to navigate the higher education landscape. The admissions office also works closely with a wide range of local and national community-based organizations to provide programs and activities that target first generation and low income families. Finally, the MSSC hosts pre-college programs for students and parents from public and private schools in the local and regional area, as well as throughout the country targeting large percentages of first generation and low-income students.

In partnership with local nonprofits and GW student organizations, GW's Center for Civic Engagement and Public Service co-sponsored college awareness and readiness programs for 35 families of two DC middle schools, 33 Vietnamese high school students and their parents and 60 Latino elementary school students.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

As part of its recruitment practices and programming, the office of undergraduate admissions regularly provides information on applying and affordability to all prospective students, parents, and high school counselors. The office seeks to cast a wide net in order to attract as diverse a pool of applicants as possible, which enables GW to enroll a diverse student population. Some examples of admissions outreach efforts include:

- Affordability, scholarship, and financial aid information that is sent to applicants via email.
- Several on campus events in both fall and spring for high school juniors and seniors. Travel grants are provided upon request in the fall, and bus transportation is provided to students from New York City in the spring.
- Partnership with Yes Prep school district in Texas to recruit, admit, and enroll first generation and low-income students.
- A GW hosted information session on the SJT Scholars program for all public, private, and charter schools in D.C. at a neighborhood library.
- Partnerships with several community-based organizations, such as the Center for Student Opportunity, which serves low-income and first generation students. GW is listed in their College Access and Opportunity Guide, which provides scholarship and financial aid information for students.
- Partnership with Chicago Scholars program to offer onsite admissions information and decisions to first generation and low-income students.
- The Admissions staff annually visits 1,200+ high schools throughout the country, including public and charter schools in urban and rural areas that generally have large percentages of first generation and low-income students. We also host several off campus information sessions in these areas.

The Office of Admissions also implemented DC-focused programming that improves the readiness and increases the number of students enrolling in colleges across the nation. Among the new initiatives are programs bringing 30 high school counselors and 25 juniors to campus; a service project deploying the undergraduate admissions staff during College Application Week to assist students completing college applications at DC high schools; and dedicated staff to support and implement best practices in DC high schools that improve college readiness. The 30% increase in DC high school graduates enrolled in the Fall 2014 first-year class demonstrates GW's enhanced commitment to local students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to

low-income students:

If students indicate that they cannot afford the application fee, the office of admissions will waive the application fee.

The Office of Admissions routinely reviews/grants request for payment plans to cover the enrollment deposit.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

The overall financial aid policy of the university is as follows. Based on the results of the financial aid application, a determination is made on the amount a family can contribute to the student's educational expenses. When there is a difference between the familial contribution and our cost of attendance, the university uses both its funding and federal funds to award financial aid to bridge this difference.

As part of GW's fix-tuition policy, upon enrollment a portion of a student's financial need-based award will be guaranteed for all four years. This allows the student and parents to plan their four years of education knowing tuition will not increase and a portion of the need based award will remain the same for all four years. If the "need" increases other funds will be used to address the need of the student/family.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

This fall the university moved to a policy of only accepting the common application , as a way to increase completion of applications from low-income students.New recommendations will be forthcoming from the Task Force on Access and Success, with implementation expected in the 2016- 17 academic year

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The Bright Horizons Children's Center serves the GW community by providing full-time, part-time, and back-up care for children from 6 weeks to 5 years old.

A brief description of other policies and programs to support non-traditional students:

The GW Parenting Initiative and website provides information about parent and breastfeeding resources.The GW Parenting Group was established in Spring 2014 as a place for GW faculty, staff and students who are also parents to gather, both virtually and in person, to

share tips, ideas, challenges and experiences gained on the journey of parenthood.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	13
The graduation/success rate for low-income students	80.60
The percentage of student financial need met, on average	89
The percentage of students graduating with no interest-bearing student loan debt	51

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://undergraduate.admissions.gwu.edu/>

Health, Wellbeing & Work

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

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

GW recently received the AWLP Seal of Distinction for 2015, for the third year in a row. Details can be found at <https://hr.gwu.edu/work-life-and-wellness-awards>

In fall 2014 GW received the Washington Business Journal's Healthiest Employers award. More details at: <http://gwtoday.gwu.edu/gw-among-healthiest-employers-washington>

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

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

GW regularly participates in The Chronicle of Higher Education's Great Colleges to Work For Survey. The Great Colleges to Work For Program - sponsored by The Chronicle of Higher Education and ModernThink LLC, a leader in assessing workplace quality, provides senior-level administrators and academic leaders with insights on the quality of the workplace experience and the competitiveness of their workplace policies.

GW utilizes the expanded survey options in order to increase the survey population to a larger random sample of all GW employees, ensuring statistical significance of responses. GW also pays for in-depth reporting on the responses, in order to fully utilize this survey as the primary measure for employee satisfaction at GW.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

GW requested the full set of reports from the survey in order to drill down into the data and better understand employee feedback. The data was shared with the HR leadership to inform strategic planning moving forward.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.chroniclegreatcolleges.com/>

Wellness Program

Responsible Party

Shannon Ross

Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

GW provides an employer-paid Employee Assistance Program through ComPsych that provides up to five in-person counseling sessions per issue for all employees. In addition, GW pays for health advocacy services for employees to assist with finding providers, answering questions, and responding to medical billing issues. GW also provides a GW-funded smoking cessation benefit, free flu shots, a Healthy Pregnancy Program, Weight Watchers at Work, and a variety of other wellness programs.

For GW students, the University Counseling Center (UCC) serves as the primary mental health agency. Their mission is to support students' mental health and personal development by collaborating directly with students to overcome difficulties and challenges that may interfere with their academic, emotional and personal success.

Through individual and group counseling, crisis intervention, assessments and referrals, the UCC strives to provide students with ample opportunities to:

- develop greater insight and self-understanding
- identify and solve problems
- reduce emotional distress
- improve cognitive, emotional, academic and interpersonal functioning

In addition to direct clinical services, the UCC seeks to promote psychological health and wellness as a value to the GW community through outreach activities, partnerships and consultation initiatives with faculty, staff, administrators, family members and others in the campus community.

The website URL where information about the institution's wellness program(s) is available:

<http://hr.gwu.edu/health-wellness>

Workplace Health and Safety

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	69	69
Full-time equivalent of employees	5,982.50	5,982.50

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

	Start Date	End Date
--	------------	----------

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2013	June 30, 2014

A brief description of when and why the workplace health and safety baseline was adopted:

The George Washington University builds its workplace health and safety programs based on a prevention model. Programs are designed to provide training and support to university employees, faculty and students, and each program has an integral or associated response guidance document to assist university and local responders during an incident. Internal capabilities include strengths in chemical and chemical waste management, hazardous materials identification and mitigation, fire prevention inspection, fire cause and origin investigation, and training outreach with a focus on occupational safety and fire prevention. Health and Safety staff members are a constant presence in the university community, performing waste management, outreach and inspection duties daily.

A brief description of the institution’s workplace health and safety initiatives:

The website URL where information about the institution’s workplace health and safety initiatives is available:

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
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Donald Lindsey

Chief Investment Officer

Office of the Chief Investment Officer

Criteria

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

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

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

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

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

Responsible Party

Donald Lindsey

Chief Investment Officer

Office of the Chief Investment Officer

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

1,576,508,282 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

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

The endowment is invested in private equity funds that own companies engaged in sustainable farming; renewable energy engineering, construction, and generation; carbon offsets; energy efficiency and clean energy solutions; environmental remediation; battery recycling; and the reduction of mercury and NO2 emissions from coal-fired power generation facilities.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

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

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Capital Partners Solar Project

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

Capital Partners Solar Project is an innovative renewable energy project that will provide solar power from three project sites to the George Washington University (GW), American University (AU) and the George Washington University Hospital (GWUH). It is comprised of 52 megawatts (MWac) of solar photovoltaic (PV) power.

Collectively, once all three solar farm sites are operable by early 2016, the project will deliver 123,000 MWh of renewable energy to the three partners in its first year, with GW taking approximately 70.4% of the total load (equivalent to about 50% of its total electricity demand). At the time of signing, GW's share represented the largest ever non-utility solar PV power purchase agreement (PPA) in the United States in terms of total megawatt-hours contracted over the life of the 20-year contract term.

This project demonstrates how large organizations in an urban setting can partner to significantly reduce their carbon footprints by receiving offsite solar energy. Supplied by Duke Energy Renewables, the solar power will help all three institutions reduce their carbon footprint significantly, abating approximately 60,000 metric tons of CO2 compared to conventional electricity. This is equivalent to taking roughly 12,500 cars off the road. In addition, the project will yield economic savings for each institution as the price of traditional power is expected to increase over the duration of the project contract.

This project is a model for other urban institutions that want to meet their electricity needs using renewable energy. The groundbreaking for the first site located in Pasquotank County near Elizabeth City, NC, took place in summer 2014 and the project began to deliver electricity to GW in January 2015. GW is taking 100% of the solar power generated by the Pasquotank Solar Farm, equivalent to approximately 25% of its total electricity demand. The second and third site locations will be finalized by April 2015, and begin delivering solar power to GW by the start of 2016, at which point the solar generation will produce approximately 50% of GW's electricity.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[CPSP Innovation Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No

Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	Yes
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://sustainability.gwu.edu/capital-partners-solar-project>

Responsible Party

Meghan Chapple

Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Eco-Equity Challenge

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

The GW Eco-Equity Challenge, Sponsored by Siemens Industry, Inc., Building Technologies Division

Think Sustainability. Think Justice. Make Eco-Equity.

The GW Office of Sustainability and the Center for Civic Engagement and Public Service are providing an opportunity to support GW students in their social entrepreneurial efforts to address environmental and social justice issues in Washington, D.C. The grant comes as part of the ongoing collaboration between The George Washington University and Siemens Industry, Inc., Building Technologies Division, and is part of their joint commitment to environmental and social sustainability.

Launched in January 2015, GW students are invited to propose a project in collaboration with a community partner that enhances the local community. The project must have both environmental AND social impact in an under-served or low-income local community, and be responsive to the assets and needs of the community. Environmental impact can include directly addressing a local environmental problem or improving local environmental quality. Social impact can involve increased inclusion and participation of local residents in taking action to improve their neighborhood, getting involved in decision-making, or other direct benefits.

A total of \$15,000 is available for one or more winning student projects. Students are required to work with a GW faculty or staff mentor as a resource, and are not prohibited from receiving additional grants for their projects.

Projects must have a positive impact within an under-served or low-income neighborhood in or around Washington, D.C. Projects can build on past or ongoing work with a community partner, or a new relationship can be established with a community partner. Projects must also raise awareness within the GW community about environmental/climate justice. Projects targeting the GW campus may also be considered, and should endeavor to demonstrate a local impact beyond campus.

Project deliverables will include a written report and publicly available video or live presentation that outlines the project, your experience with it, and its outcomes. Deliverables also include the project itself and a plan to sustain the project beyond the life of the initial funding.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[GWU support letter for STARS.docx](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No

Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://serve.gwu.edu/eco-equity-challenge>

Responsible Party

Kathleen Merrigan

Executive Director of Sustainability

Office of the Provost

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

http://gwtoday.gwu.edu/bringing-millennials-conversation-biobased-products?utm_source=WhatCounts+Publicaster+Edition&utm_medium=email&utm_campaign=%5BGW+Today%5D+University+Launches+%241+Billion+Philanthropic+Campaign&utm_content=+Bringing+Millenials+into+the+Conversation+on+Biobased+Products

The url for the Planet Forward recap of the Biobased Stakeholder Forum referenced, but not visible, in Ms. Edward's uploaded letter is found at:

<http://www.planetforward.org/2014/06/19/recap-united-soybean-board-2014-biobased-stakeholders-dialogue>

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Helping to Achieve Federal Procurement Targets for Biobased Products

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

In 2014, the GW Sustainability Collaborative began partnering with the United Soybean Board to help build awareness of biobased products, help university campuses, including our own, identify biobased products for purchase (e.g., artificial turf, carpeting), and most importantly, help the Federal Government fulfill its Executive Order requirements to purchase biobased. We held a Biobased Stakeholders' Dialogue June 17-18, 2014, that included biobased manufacturers, Federal and university procurement officials, and GW students, faculty, and Planet Forward, our innovative social media platform. Following the conference, GW students were hired by the USB to identify strategies to achieve greater procurement among universities of biobased products, GW joined the Collegiate Biobased Network, and other projects are under development. GW hopes to be a lead advocate and voice for biobased.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Stakeholder Dialogue was attended by 150 people, including the USDA Deputy Secretary of Agriculture, was taped and shared as a webcast, and Planet Forward biobased video content and tweets were shared broadly.

A letter of affirmation from an individual with relevant expertise:

[GW Letter Edwards.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Kathleen Merrigan

Executive Director of Sustainability
Office of the Provost

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Exploring ways to use solar energy to generate wealth in lower income communities

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

One of the GW Solar Institute's major focus areas is researching and offering solutions to the challenges of creating public programs and policies that spur the installation of solar panel systems for low-income households. While solar energy has become increasingly affordable and accessible, most of these installations are occurring in relatively well-off neighborhoods. Less affluent Americans have much to gain from solar energy's financial benefits, but multiple market barriers ranging from lack of homeownership to lower credit scores currently make it difficult for many Americans to make this important sustainability investment. This is an important issue; low-income residents spend a higher percentage of their income on energy bills, and so they would benefit financially from using solar energy.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Low-Income Solar Roundtable

On April 9, 2014, the GW Solar Institute hosted a Roundtable that engaged more than 70 key stakeholders from the Washington, D.C. metropolitan area, including government representatives, community advocates, and leaders from the solar, finance, and housing industries. Together, the group discussed and developed recommendations for scaling the deployment of solar to benefit low-income District of Columbia residents.

After discussing several possible frameworks to leverage incoming funds, participants concluded that supporting a private sector-administered loan guarantee program to fund community solar projects, with a direct dollar-per-watt incentive for low-income participants, would provide the most leverage of limited government dollars. This would provide the best opportunity for local solar installers, and raise the likelihood of increasing wealth in lower income District communities.

Following the Roundtable, the GW Solar Institute authored a White Paper detailing the Roundtable's consensus recommendations and shared it with key decision-makers such as Washington, D.C. Mayor Gray, City Council Members, and the District Department of the Environment (DDOE).

2014 Solar Symposium

The GW Solar Institute hosted its 6th annual Solar Symposium on September 23, 2014. The theme, "Using Solar Energy to Generate Wealth in Lower Income Communities," was the first national conference that convened stakeholders and decision-makers from across the country to share and develop the emerging solutions needed to achieve solar affordability and accessibility for all Americans.

The Symposium focused on the best ways to broaden the solar market through creative incentive and financing solutions, elimination of legal and regulatory barriers, and integration of solar investments with existing federal low-income programs. More than 170 people attended the 2014 Solar Symposium and 265 people from 33 states and 19 countries tuned in to the Livestream.

Following the Symposium, the GW Solar Institute released a comprehensive Working Paper, Bridging the Solar Income Gap. The Working Paper provides a synopsis of the Symposium discussion and provides several specific policy recommendations and tools that federal, state, and local policymakers could use to expand lower income solar markets. The Working Paper has received positive media coverage and serves as a starting point for addressing the solar income gap.

A letter of affirmation from an individual with relevant expertise:

[GW - Community Power Network letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	---

Investment

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://solar.gwu.edu/content/making-solar-energy-more-accessible-lower-income-americans>