George Mason 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

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Institutional Boundary

Criteria

This won't display

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

Criteria

n/a

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Academics and Demographics

Criteria

n/a

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

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**Academic Courses**

**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*.

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

Responsible Party

Andrew Wingfield
Fellow for Sustainable Studies
New Century College

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:

Data retrieved from George Mason Office of Institutional Research report on Degrees Conferred by Program for 2012-13 year, which includes Summer 2012, Fall 2012, and Spring 2013.
http://irr.gmu.edu/New/N_Degree/DegProg.cfm

"---" 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:
427

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:

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

Climate Dynamics, PhD (2 graduates)
Civil and Infrastructure Engineering, BS (66 graduates)
Earth Science, BS (12 graduates)
Energy and Sustainability concentration, Interdisciplinary Studies, MA (0 graduates)
Environmental and Sustainability Studies, BA (5 graduates)
Environmental Science, BS (6 graduates)
Environmental Science and Policy, MS (14)
Environmental Science and Public Policy, PhD (11)
Geology, BA (2 graduates)
Global Affairs, BA (203 graduates)
Global Affairs, MA (19 graduates)
Global and Environmental Change, BS (5 graduates)
Parks and Outdoor Recreation concentration, Health, Fitness, and Recreation Resources, BS (8 graduates)
Tourism and Events Management, BS (74 graduates)

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

All of the academic programs above have applied for and received the Green Leaf designation. George Mason's Sustainability Studies Academic Council evaluates programs' sustainability learning outcomes as part of the approval process for Green Leaf designation.

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

http://sustainabilitystudies.gmu.edu/green-leaf
Undergraduate Program

Responsible Party

Andrew Wingfield
Fellow for Sustainable Studies
New Century College

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.

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

Yes

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

Environmental and Sustainability Studies, B.A.

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

George Mason University’s BA degree in environmental and sustainability studies combines the study of human behavior and environmental science. This innovative interdisciplinary program emphasizes the pivotal role that economic markets, politics, and human behavior play in creating, as well as solving, environmental problems. The program underscores ecosystem dynamics and how these systems respond to external factors. With an emphasis on social and environmental justice, it looks at the impact of sustainability programs on the global environment and human communities. Concentrations in the program include: Climate Change and Society; Equity and Environmental Justice; Environmental Economics; Environmental Policy and Politics; and Business and Sustainability (new for fall 2014).

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

http://ess.gmu.edu/
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):
Sustainability Studies Minor

A brief description of the undergraduate minor, concentration or certificate (1st program):
The core principle of sustainability is the desire to meet the basic material needs of the current generation without compromising the ability of future generations to meet their needs. In order to achieve this goal, we must recognize and address the conflicts and trade-offs involved in balancing environmental integrity, social equity, and economic stability. Such complex work necessarily involves contributions from a wide range of disciplines, and it also requires a re-examination of the relationship between human value systems and cultural practices and the associated long-term implications for the ecosystem. To complete the Sustainability Studies Minor, students take two core courses, NCLC 210: Sustainable World and EVPP 480: Sustainability in Action. They also complete at least 8 elective credits from a pre-approved list of courses.
The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
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A brief description of the undergraduate minor, concentration or certificate (2nd program):
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The website URL for the undergraduate minor, concentration or certificate (2nd program):
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The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
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A brief description of the undergraduate minor, concentration or certificate (3rd program):
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The website URL for the undergraduate minor, concentration or certificate (3rd program):
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The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:
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Graduate Program

Responsible Party

Dann Sklarew
Fellow of Sustainability Studies
Office of the Provost

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.

Submission Note:

Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

"---" 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):

Environmental Science and Public Policy, Ph.D.

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

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

http://esp.gmu.edu/graduate/degrees/doctoral.html

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

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

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

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

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

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

See full list at:

http://sustainabilitystudies.gmu.edu/green-leaf/academic-programs/

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

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

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

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

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

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

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

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

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

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

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

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Immersive Experience

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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.

Submission Note:

Data was updated for FY 2013

"---" 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:

George Mason University (Mason) offers numerous immersive learning experiences focused on sustainability issues, including internships, independent study and service learning opportunities. Emblematic are the collaborative action research projects at the core of the undergraduate capstone course, [EVPP 480] Sustainability in Action, which challenges students to make a difference in our community, using sustainability wisdom as their guide, then document and report on what they learn. One example of students' products from this process is presented in the URL below. This course is the capstone for the Environmental and Sustainability Studies B.A. degree, which also requires a pertinent internship experience. In addition to the on-campus sustainability program, Mason offers semester long immersive experience at The Smithsonian Mason School of Conservation in which students spend an entire semester getting hands on experience with prominent conservationists, researchers, and educators.
The website URL where information about the immersive program(s) is available:
http://tinyurl.com/evpp480lmcl
Sustainability Literacy Assessment

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:

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

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

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

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

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

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

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

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Incentives for Developing Courses

Responsibility Party

Dann Sklarew
Fellow of Sustainability Studies
Office of the Provost

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.

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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 Provost office hosts a 2-year Fellow of Sustainability Studies (FoSS) program to facilitate the development and deployment of sustainability studies in our academic programs. The fellow, assisted by an inter-collegiate Sustainability Studies Advisory Council (SSAC), organizes various curriculum-related activities and events; catalyzes the creation of new courses and general education learning objectives which incorporate sustainability; resuscitates dormant sustainability courses; organizes faculty training workshops; and secures resources and brokers co-curricular opportunities for interested faculty.

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

The FoSS is given a stipend and release time to promote sustainability studies across the curriculum, including general education, undergraduate and graduate academic programs. Other faculty participate voluntarily, benefitting primarily from expertise, resources and logistical support provided to them by the FoSS.

SSAC members are appointed by their Deans and Directors and thus have a certain degree of prestige associated with their positions as well.
The website URL where information about the incentive program(s) is available:
http://sustainabilitystudies.gmu.edu/
Campus as a Living Laboratory

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.

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

This subcategory seeks to recognize institutions that are conducting research 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.

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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:

This information is for FY2014

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

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

204

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

916
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:

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

Names, research foci, and affiliations are available at the following locations:

Faculty whose research is listed under Sustainability by the George Mason Office of Research and Economic Development:

http://researchfocus.gmu.edu/sustainability

Faculty whose research is listed under Human Rights by the George Mason Office of Research and Economic Development:

http://researchfocus.gmu.edu/node/472

See pp. 28-31 of George Mason's 2013 United Nations Global Compact Communication on Progress for faculty doing research in the 4 UNGC focus areas of Human Rights, Labor, Environment, and Anti-Corruption:

http://unglobalcompact.org/system/attachments/22978/original/George_Mason_Univ_UNGC_COP.pdf?137

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

George Mason's Office of Research and Economic Development includes on its web site (see links above) a list of faculty members engaged in sustainability research (sub-areas are climate, energy, environment, and transportation). The ORED web site also lists faculty engaged in human rights and social justice research and we have counted these individuals as well. Finally, George Mason's 2013 United Nations Global Compact Communication on Progress lists faculty who do research in the 4 UNGC areas of human rights, labor, environment and anticorruption, all of which fall under the umbrella of sustainability. Faculty members named on more than one of these lists have only been counted once.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:
Dr. Thomas Lovejoy, Professor of Environmental Science and Policy, was awarded the Blue Planet Prize in 2012 for lifetime accomplishment in biodiversity conservation research and advocacy. Lovejoy also received the 2013 Leaders for a Living Planet Award from the World Wildlife Fund.

Researchers at George Mason's Center for Climate Change Communication (4C) are engaged in a multi-year social science research collaboration with colleagues at Yale University entitled "Climate Change in the American Mind." 4C researchers are also running a funded project to train television meteorologists to teach the public about the science behind climate change.

Dr. Jagadish Shukla, a George Mason climate dynamics researcher and a lead author on the 2007 IPCC report that shared the Nobel Peace Prize with Al Gore, received the 2012 Padma Shri Award from the government of India for "exceptional and distinguished service in the field of science and engineering."

The website URL where information about sustainability research is available:

http://researchfocus.gmu.edu/sustainability
Support for Research

Responsible Party

Andrew Wingfield
Fellow for Sustainable Studies
New Century College

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 Patriot Green Fund (PGF) launched in 2011 and administered by George Mason University's Office of Sustainability, provides dedicated funds annually to support students' sustainability research. PGF annually offers $20,000 for student-driven sustainability research projects and $80,000 for student-driven, sustainability-related infrastructure improvement projects, many of which can be described as action research. The Office of Student Scholarship, Creative Activities and Research (OSCAR) has provided faculty in the Environmental and Sustainability Studies (ESS) major with funds to incorporate sustainability research into the ESS curriculum so that all students in the major engage directly in sustainability research. Student residents of the Sustainability Living Learning Community take a year-long course in which project teams take on campus greening projects all of which have a research component.

See the URLs below for a list of funded PGF projects.

http://green.gmu.edu/pgf/2012projects.html
Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
Yes

A brief description of the institution’s program(s) to encourage faculty research in sustainability:
The Patriot Green Fund encourages faculty research in sustainability since faculty advisors are required for all students performing research. This is designed in part to encourage faculty to engage students in their own sustainability research.

Dr. Changwoo Ahn received PGF funds to support student research and learning in his Wetlands Mesocosm:

http://green.gmu.edu/pgf/mesocosm.html

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:
George Mason approved a new Strategic Plan in December of 2013. The plan calls for Mason to "strategically focus on multidisciplinary domains of great societal and economic consequence where we can make a difference," and, specifically, to develop 5 new multidisciplinary research institutes in the next 10 years (see Goal 11, p. 25 of Strategic Plan document accessed from link below). One of these, Institute for a Sustainable Earth, will formally open in 2014 and will foster interdisciplinary research in the areas of Climate, Environment, and Sustainability. Prior to this, interdisciplinary research has long been part of Mason's academic culture, if not the subject of an explicit policy. Many of Mason's existing research centers are interdisciplinary as reflected in the names listed here:

http://research.gmu.edu/centers
The website URL where information about the treatment of interdisciplinary research is available:

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:
George Mason's library provides a resource librarian for New Century College and the Environmental Science and Policy department, which jointly offer the Environmental and Sustainability Studies BA. This librarian has created an online infoguide to support sustainability research carried out by students in this major:
http://infoguides.gmu.edu/content.php?pid=21504&search_terms=nclc+210

The website URL where information about the institution's library support for sustainability is available:
http://infoguides.gmu.edu/content.php?pid=21504&search_terms=nclc+210
Access to Research

Criteria

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

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

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

Campus Engagement

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.

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**Student Educators Program**

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**Responsible Party**

Margaret Lo  
University Sustainability Director  
Sustainability

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**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.

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**Submission Note:**

Data submitted for this field was for FY12.

"---" 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?:**

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**Number of degree-seeking students enrolled at the institution:**

33,320

**Name of the student educators program (1st program):**
Green Patriots program

Number of students served (i.e. directly targeted) by the program (1st program):
7,500

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
The Green Patriot program is an environmentally-minded student group whose mission is to work with the Office of Sustainability to cultivate a culture of sustainability at George Mason University (Mason). Green Patriots help to increase environmental knowledge and foster positive environmental behavior by providing effective tools and information to their peers.

A brief description of how the student educators are selected (1st program):
Individuals interested in serving as a Green Patriot will fill out an application form available on the Office of Sustainability's website.

A brief description of the formal training that the student educators receive (1st program):
Green Patriots attend a program orientation before the school year starts as well as brief trainings on various sustainability topics hosted by the Office of Sustainability on a regular basis. Regular peer-to-peer meetings with Green Patriots from other areas of interest allow participants to share best sustainable practices across the university.

A brief description of the financial or other support the institution provides to the program (1st program):
Mason's Office of Sustainability hosts the orientation, training programs, and special recognition programs. In addition, Green Patriots are showcased on the Office of Sustainability's website and newsletter and receive a certificate of appreciation each year.

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

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

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

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

A brief description of the formal training that the student educators receive (2nd program):
A brief description of the financial or other support the institution provides to the program (2nd program):

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

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

---

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

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

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

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Student Orientation

Responsible Party
Margaret Lo
University Sustainability Director
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.

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

---

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

George Mason University's (Mason) Office of Sustainability trains the orientation leaders about sustainability efforts on campus. Secondly, it staffs a table during every orientation session over the summer to present Mason's sustainability efforts on campus to incoming students. Lastly, the Office of Sustainability staffs a table during Welcome Week for freshmen and transfer students and has conducted sustainability workshops in the past on organic gardening and backstage tours of our green dining facility, Southside.
The website URL where information about sustainability in student orientation is available:
---
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.

Submission Note:

This data is for FY13

"---" indicates that no data was submitted for this field
<table>
<thead>
<tr>
<th>Categories</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active student groups focused on sustainability</td>
<td>Yes</td>
</tr>
<tr>
<td>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</td>
<td>Yes</td>
</tr>
<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
<td>No</td>
</tr>
<tr>
<td>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</td>
<td>---</td>
</tr>
<tr>
<td>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Wilderness or outdoors programs that follow Leave No Trace principles</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</td>
<td>Yes</td>
</tr>
<tr>
<td>Programs through which students can learn sustainable life skills</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-focused student employment opportunities offered by the institution</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</td>
<td>No</td>
</tr>
</tbody>
</table>
Other co-curricular sustainability programs and initiatives

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

George Mason University (Mason) has several student organizations which focus on sustainability issues and others which relate to sustainability.

- Environmental Action Group
- Environmental Law Society
- Environmental Science and Policy Graduate Students Association
- George Mason Model United Nations
- GMU Cycling Club
- GMU Save the Children Club
- Green Patriots
- Mason Habitat for Humanity Campus Chapter
- Mason Lending Hands
- Mason Organic Gardening Association
- ONE Campus Challenge
- Society of Public Health
- Students Against World Hunger
- UNICEF Campus Initiative
- U.S. Green Building Council (GMU)

The website URL where information about student groups is available:

https://gmu.collegiatelink.net/organizations

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:

Adjacent to student residential halls, the George Mason University (Mason) Potomac Heights Vegetable Garden was started in April 2009 with the help from the Office of Sustainability. After a rocky start, the garden is now thriving! A large part of its success is due to a student club (George Mason University Organic Garden Association) that oversees and tends to the garden. This group is responsible for garden outreach and education within the Mason community. They are also in charge of coordinating volunteer efforts in the garden.

The garden hosts over 250 volunteers and service learning students and community members each year. Approximately 400 pounds of produce is grown each season. Half of the produce is distributed to garden volunteers and the other half is donated to local food banks as these locations frequently experience a scarcity of fresh, healthful foods.

The Innovation Food Forest (IFF) is the first of its kind for Mason’s campus and for the entire Northern Virginia region. It was designed as a result of Mason’s first Permaculture Design Certification course in 2012 by one of the course attendees. The purpose of the IFF is to engage and educate Mason and non-Mason community members on methods of food production that are low-impact and self-sustaining. It utilizes permaculture principles of water retention, companion planting, zero waste, and responsible design. All produce grown at this site is available for members of the community to try.
The Mason Community Supported Agriculture (CSA) program allows for members of the Mason community to purchase and receive a weekly share of fresh produce. This produce is grown by a local, Virginia farmer using only sustainable and environmentally friendly methods. This program is in its 3rd year and continues to grow in success and popularity throughout the campus. Each week, shareholder’s vegetable boxes are delivered to a central location for pick up. This program has built awareness, engagement, and community surrounding local food and eating issues.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
http://green.gmu.edu/campussustainability/phvgarden.html

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:
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The website URL where information about the student-run enterprise(s) is available:
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A brief description of the sustainable investment or finance initiatives:
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The website URL where information about the sustainable investment or finance initiatives is available:
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A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Earth Week 2013 which included over 40 activities and events across 3 Mason campuses, extending throughout the month of April and reaching thousands of students, faculty, staff, community members and campus visitors.

In the summers of 2011 and 2013, Mason has sponsored and held the Earth 2100 youth conference on campus. The Earth 2100 conference focuses on empowering the youth to take action on environmental issues and features speakers from the DC region.

The Mason Sustainability Institute holds workshops that are open to any and all community members wanting to learn about sustainable living skills. Workshops include learning about composting, organic gardening, energy efficiency, water conservation, sustainable foods, bicycle maintenance, and more.

The website URL where information about the event(s) is available:
http://green.gmu.edu/community/events.html

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

This year the Office of Sustainability partnered with Mason Athletics to bring the first-ever Green Basketball Game to the Mason Community. Over 7,000 students, staff, faculty, and community members attended this inaugural event. Renewable Energy Credits (REC’s) were purchased to offset the entire energy use of the game. Additionally, 5,000 sustainably produced t-shirts and 600 reusable bags were handed out to game attendees. Each trash bin was paired up with a compost and recycling bin as well as student volunteer who directed game attendees to recycle and compost their waste- making this a very low waste game. The main purpose of this game was to engage Mason students in sustainability-related activities and behaviors. Additionally, this event reached the largest student population at Mason with sustainability messaging.

The website URL where information about the cultural arts event(s) is available:
https://newsdesk.gmu.edu/2014/01/green-game-nets-400-percent-increase-recycling/

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

Mason offers a 25-credit Outdoor Recreation and Experiential Leadership Undergraduate Certificate which provides any interested individual with specialized skills unique to a variety of outdoor adventure and experiential activities, such as backpacking, rock climbing, canoeing, kayaking, and challenge-course facilitation. Courses offer detailed instruction on Leave No Trace principals, which are offered in many of the courses in the certificate.

The website URL where information about the wilderness or outdoors program(s) is available:
http://catalog.gmu.edu/preview_program.php?catoid=19&poid=17971

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

For the summer session in 2014 there will be a Seminars and Special Topics in Sustainability theme. Professors are encouraged to teach sustainability related summer courses and are provided a stipend for participating.

The website URL where information about the theme is available:

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

Mason Sustainability Institute: Four Food Preservation workshops have been offered this past year (due to popular demand) through the MSI. The Permaculture Design Certification course is nearing its third year of courses. This course teaches members of the Mason and surrounding communities about low-impact food production, renewable energy, self-sufficient living, agro-forestry, and environmentally-responsible design.
Potomac Heights Vegetable Garden: Seed-sowing, weeding, and garden maintenance are just a few of the hands-on workshops offered by members of the GMU Organic Garden Association
Patriot Green Fund: (I’m sure you’ve already covered this, but could give a plug for project/budget management skills)
Green Patriot Program: A peer-to-peer educational group aimed at engaging students in sustainability-related issues both on and off campus. Some of the student-led workshops have been: green cleaning, green gifting, and eco-art.
The website URL where information about the sustainable life skills program(s) is available:
http://msi.gmu.edu/

A brief description of sustainability-focused student employment opportunities:
The Office of Sustainability, Auxiliary Enterprises Green, and Mason Dining all offer paid student internships with a specific focus on sustainability. These programs aim to help Mason become more sustainable and enrich the student experience. These paid internships help reinforce sustainability focused learning and apply it to the campus community.

The website URL where information about the student employment opportunities is available:
http://green.gmu.edu/about/becomeanintern.html

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

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The website URL where information about the graduation pledge program is available:
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A brief description of other co-curricular sustainability programs and initiatives:
George Mason University has an innovative role to encourage co-curricular sustainability programs called the Fellow of Sustainability Studies. The Sustainability Studies Fellow promotes sustainability scholarship and curricula across Mason’s academic units through a two-year, half time position in the Office of the Provost.

Specific tasks include:

Developing and implementing an action plan for the Vision for Sustainability in Academic Endeavors at Mason;
Chairing the Sustainability Studies Advisory Council (SSAC) while participating in pertinent Mason-wide committees*;
Communicating current curricular efforts in sustainability;
Supporting faculty and curriculum development activities surrounding sustainability issues;
Coordinating the development of interdisciplinary sustainability research and scholarly programs;
Coordinating internal and external communications and marketing efforts regarding courses and programs in sustainability;
Assisting with integration of coursework in this area with existing and potential majors, minors, certificates, and general education; and
Working with University Life, Facilities and other Mason vice presidents’ sustainability efforts to promote co-curricular activities.

The website URL where information about other co-curricular sustainability programs and initiatives is available:
http://sustainabilitystudies.gmu.edu/faculty/foss/
Outreach Materials and Publications

Responsible Party

Margaret Lo
University Sustainability Director
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.

Submission Note:

Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

"---” 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? :

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Feature</th>
<th>Status</th>
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<tbody>
<tr>
<td>A central sustainability website that consolidates the institution’s sustainability efforts</td>
<td>Yes</td>
</tr>
<tr>
<td>A sustainability newsletter</td>
<td>Yes</td>
</tr>
<tr>
<td>Social media platforms that focus specifically on campus sustainability</td>
<td>---</td>
</tr>
<tr>
<td>A vehicle to publish and disseminate student research on sustainability</td>
<td>Yes</td>
</tr>
<tr>
<td>Building signage that highlights green building features</td>
<td>No</td>
</tr>
<tr>
<td>Food service area signage and/or brochures that include information about sustainable food systems</td>
<td>Yes</td>
</tr>
<tr>
<td>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</td>
<td>Yes</td>
</tr>
<tr>
<td>A sustainability walking map or tour</td>
<td>Yes</td>
</tr>
<tr>
<td>A guide for commuters about how to use alternative methods of transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Navigation and educational tools for bicyclists and pedestrians</td>
<td>---</td>
</tr>
<tr>
<td>A guide for green living and incorporating sustainability into the residential experience</td>
<td>Yes</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the central sustainability website:

George Mason University's central web site for sustainability located at

green.gmu.edu
is managed by its Office of Sustainability.

**The website URL for the central sustainability website:**
http://green.gmu.edu/

**A brief description of the sustainability newsletter:**

The Sustainable Mason newsletter is published monthly by George Mason University's (Mason) Office of Sustainability. The purpose of the email-based newsletter is to highlight the myriad activities that faculty, staff, and students across Mason are undertaking to make the school more sustainable.

Auxiliary Enterprises Green does an annual sustainability report highlighting projects, progress towards goals, and metrics in auxiliary enterprises.

**The website URL for the sustainability newsletter:**

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

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

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

GREENovation publishes student research in conservation, environment and sustainability studies. The URL below provides the latest issue.

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


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

---

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

---

**A brief description of food service area signage and/or brochures that include information about sustainable food systems:**
George Mason University has a banner and table tents informing guests within the dining halls about locally grown foods. In addition, there is a brochure titled "Healthier Food Options on Campus". This brochure has tips on how to eat healthier as well as healthier and/or vegetarian options at each eating establishment on campus.

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

http://dining.gmu.edu/wellness_sustain.html

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

At George Mason University (Mason), the bumblebee and butterfly havens as well as the wildflower areas have signage that describes the habitat and asks the Mason community and its visitors not to mow or disturb the habitat.

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

http://facilities.gmu.edu/physicalplant/grounds/grounds/projects.htm

A brief description of the sustainability walking map or tour:

George Mason University (Mason) offers sustainability tours of Mason Inn on campus, Virginia's first LEED Gold Conference Center and Hotel, and Southside dining hall upon request. Within each guest's in-room welcome book, Mason Inn's sustainability features are highlighted. Mason also has a self-guided sustainability tour of its Fairfax campus.

The website URL of the sustainability walking map or tour:

http://green.gmu.edu/campussustainability/map.html

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

George Mason University's (Mason) Transportation homepage prominently features links to both "How to get to Mason without a car!" and "Benefits of using alternative transit" pages.

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

http://transportation.gmu.edu/

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

---

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

---

A brief description of the guide for green living and incorporating sustainability into the residential experience:
A Green Guide is available to students that covers important topics such as resources on campus, energy use, food, transportation, recycling, and regional resources for more information.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://green.gmu.edu/students/greenguide.html

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

---

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

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

Sustainability in George Mason University's academic programs are featured on its Sustainability Studies web site, including programs, courses, and pertinent scholarship funding opportunities.

The website URL for this material (1st material):
http://sustainabilitystudies.gmu.edu/

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

A brief description of this material (2nd material):
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The website URL for this material (2nd material):
---

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

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

George Mason University has a community organic garden. There is a blog associated with the organic garden to update readers on the progress of the garden and events associated with it.
The website URL for this material (3rd material):
http://gmugarden.wordpress.com/

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

A brief description of this material (4th material):
George Mason University (Mason) has at least two sustainability related listservs and numerous Google groups. Mason's Office of Sustainability sends out information about Mason specific sustainability programs and events to one listserve and general sustainability information and events in the Metro DC area to the other.

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

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

A brief description of this material (5th material):
George Mason University's Office of Sustainability also utilizes social media channels to publicize about the sustainability efforts on its Facebook page at (http://www.facebook.com/gmu.sustainability) and its Twitter page (https://twitter.com/#!/MasonGoesGreen).

The website URL for this material (5th material):
http://www.facebook.com/gmu.sustainability

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

A brief description of this material (6th material):
AE Green is the umbrella sustainability program for Auxiliary Enterprises at George Mason University (Mason). Departments included within Auxiliary Enterprises are Mason's Child Development Center; University Bookstore; Mail Services; Mason Card Office; Mason Dining; Mason Inn; Office of Housing and Residence Life; Patriot Center; Print Services; Student Centers; and Vending Services. AE Green has a website that provides information on all the sustainability efforts of these entities.

**The website URL for this material (6th material):**
http://www.gmu.edu/depts/univservsustainability/index.html

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

**A brief description of this material (7th material):**
George Mason University's Auxiliary Enterprises (AE) Green also utilizes social media channels to publicize about its sustainability efforts on its Facebook page at

http://www.facebook.com/pages/AE-Green/157175901010021

and its Twitter page at

https://twitter.com/AEGreenMason


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

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

**A brief description of this material (8th material):**
On George Mason University's (Mason) home page there is a link to the webpage, "Mason Makes a Difference." That webpage educates the public on what Mason students, alumni, faculty, and staff are doing to make the world a better place. Under the Going Greener section, the site highlights Living Green, Learning Green where Mason students who are infusing sustainable practices in their everyday life, course work, communities and careers are highlighted. Additionally, Mason also highlighted faculty, staff and administrators committed to making Mason's campuses sustainable.

**The website URL for this material (8th material):**
http://makingadifference.gmu.edu/green.html
Outreach Campaign

Responsible Party

Tyler Orton
Projects Innovation 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:

Data is for FY 2013

"---" 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?:

---
The name of the campaign (1st campaign):
George Mason University Housing Recycling Program

A brief description of the campaign (1st campaign):
In fall 2012, George Mason University (Mason) implemented a new recycling program in all of on-campus housing. This program provided new recycling bins for every dorm room or suite on campus, information on what was recyclable, and instructions on how to use and sort the bin. As part of this program, an educational campaign was launched to educate the resident advisors (RA) as well as the housekeeping staff on what was recyclable and how the new program functioned. The RAs were provided talking points as well as training on recycling that they could relay to the residents in their areas.

A brief description of the measured positive impact(s) of the campaign (1st campaign):
Since the launch of the program we've seen a 55% decrease in recyclables being thrown away and seen reduction in costs associated with trash tipping fees.

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

The name of the campaign (2nd campaign):
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A brief description of the campaign (2nd campaign):
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A brief description of the measured positive impact(s) of the campaign (2nd campaign):
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The website URL where information about the campaign is available (2nd campaign):
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A brief description of other outreach campaigns, including measured positive impacts:
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Employee Educators Program

Responsible Party
Margaret Lo
University Sustainability Director
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.

Submission Note:
Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

"---" 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?:
---

Total number of employees:
5,646

Name of the employee educators program (1st program):
Green Patriot Program

Number of employees served by the program (1st program):
339

A brief description of how the employee educators are selected (1st program):
The Green Patriot is an environmentally-minded faculty or staff member whose mission is to work with the Office of Sustainability to cultivate an atmosphere of sustainability at George Mason University (Mason). Green Patriots help to increase environmental knowledge and foster positive environmental behavior by providing effective tools and information to their colleagues and coworkers.

Individuals interested in serving as a Green Patriot will fill out an application form available on the Office of Sustainability website. Participation in the program will be contingent on the approval of an individuals’ supervisor, and the completion of a Green Patriots Service Contract, committing them to their term of service.

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

Green Patriots attend a program orientation in the summer as well as brief trainings on various sustainability topics hosted by the Office of Sustainability on a regular basis. Peer-to-peer meetings with Green Patriots from other departments allow participants in the program to share best sustainable practices across the university.

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

George Mason University's (Mason) Office of Sustainability hosts the orientation, training programs, and special recognition programs. In addition, Green Patriots are showcased on the Office of Sustainability's website and newsletter and receive a certificate of appreciation each year.

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

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

Janet Walker
Work/Life Communications Coordinator
Human Resources & Payroll

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).

Submission Note:

Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

"---" 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:

---

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

George Mason University (Mason) currently covers a number of sustainability topics in new employee orientation including flexible work options such as telework, commuter choice (up to $125 for full-time employees who utilize public transportation to get to work), Mason’s bicycle commuter program ($20 certificate good at many area bike stores if an employee rides a bike to work 8 times per month), and alternate modes of transportation (car pooling, van pooling, zimride, and zip cars.

Mason will be adding a sustainability slide to our orientation presentation that refers to recycling efforts on campus as well as other sustainability options. During orientation, trainers encourage new employees to support the Patriot Packout program (a recycling effort at the end of the academic year with Mason volunteers collecting from various drop off locations around the university) and encourage employees to volunteer and contribute with Virginia’s Community Service Leave.

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

http://hr.gmu.edu/worklife/flex
Staff Professional Development

Responsible Party

Janet Walker
Work/Life Communications Coordinator
Human Resources & Payroll

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:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

George Mason University's (Mason) Office of Sustainability provides professional development opportunities to all Mason employees during Faculty and Staff Enrichment Day and during Earth Month.

During the Faculty Staff Enrichment Day, the Office of Sustainability presented sustainability efforts at Mason, discussed ways departments could go green, answered questions, and encouraged sharing of best practices among the attendees.

In April, a variety of professional development options -- some 30 in total -- were provided as part of Earth Month including workshops on sustainable food; building rain barrels; film screenings on pertinent, local, environmental issues; dialogues with distinguished speakers about climate change issues; guided tours of trails on campus; and an environmental expo.
The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

---

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

http://sustainability.gmu.edu/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Community Stakeholder Engagement</td>
</tr>
<tr>
<td>Participation in Public Policy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Hospital Network</td>
</tr>
</tbody>
</table>
Community Partnerships

Responsible Party
Margaret Lo
University Sustainability Director
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:

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

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

George Mason University (Mason) has numerous partnerships with the community at the local and national level on sustainability issues. Collaborations with the local counties include efforts such as the Mason Sustainability Institute, a program that empowers those in Northern Virginia to become sustainability stewards for their homes, communities, and the region; water quality monitoring; and assisting with the county's first greenhouse gas inventory. Mason provides educational material and interactive experiences to local K-12 schools on topics such as aquatic ecosystems; watershed protection; education about the Potomac River; and the benefits of going green with a focus on renewable energy sources. National partnerships include efforts such as the Washington Youth Summit on the Environment, a week-long summit that encourages and inspires 250 high school leaders from across the country who desire a unique experience focused on successful careers in this dynamic industry; joint research on wetlands mitigation; and lichen bio-monitoring. For more information, please refer to the URL below.

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

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

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

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

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

The website URL where information about sustainability partnerships is available:

http://communityrelations.gmu.edu/engaged/environment.asp
Inter-Campus Collaboration

Responsible Party

Margaret Lo
University Sustainability Director
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:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

George Mason University (Mason) has shared its sustainability experiences with other colleges and universities through various papers and presentations. Mason has submitted several case studies on issues such as green dining, starting an organic garden, recycling efforts, and habitat restoration to the National Wildlife Federation's Campus Ecology website. Mason has presented at the Metro DC Sustainability Group on issues such as organic gardening, stormwater management, biodiesel conversion, and student training on environmental protection. Mason has also presented at the annual conference for the Association for the Advancement of Sustainability in Higher Education on rewards and recognitions and prioritization of non-market sustainability benefits. Additionally, Mason presented Mason's sustainability policies and approach to climate action in panel discussions at the 2008 and 2009 Virginia Sustainable Building Network's Greening Virginia Universities and Colleges Conferences.

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:

George Mason University (Mason) participates in numerous local, state, regional, and national sustainability consortiums to share best practices. While not all inclusive, some of the organizations that Mason participates in are the Metro DC Sustainability Group; Association for the Advancement of Sustainability in Higher Education; American College and University Presidents' Climate Commitment; Virginia Sustainability Group; NoVA Outside, an Alliance of Environmental Educators; and Virginia Sustainable Building Network to name a few.
A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:

George Mason University (Mason) has been highlighted in several articles about sustainable dining in higher education in periodicals such as College Services Magazine and On Campus Hospitality Magazine.

Mason also conducts several conference calls with other campuses interested in learning more about performance contracts and working with an energy services company.

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

---
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:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

29

Total number of continuing education courses offered:

219

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:

---

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

George Mason University (Mason) has several sustainability focused and related certificate programs including the Sustainability for Existing Buildings Certificate Program which started in 2010, the Sustainability Facility Professional Certificate Program that started in 2011, the Geographic Information Systems Certificate Program started in 1999, and the Applied Conservation Science Certificate Program that started in 2008.

Year the certificate program was created:
1,999

The website URL where information about sustainability in continuing education courses is available:

http://www.ocpe.gmu.edu/
Community Service

Responsible Party

Margaret Lo
University Sustainability Director
Sustainability

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:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011. The FY11 community service data is a conservative number and not comprehensive. George Mason University (Mason) tracks its service learning programs, alternative break programs, and signature volunteer programs. Data concerning number of students and student volunteer hours within the service, volunteer, and Greek organizations are limited. Mason is working on developing a mechanism to track that data.

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

Number of students engaged in community service:
2,445

Total number of students:
18,819

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

Total number of student community service hours contributed during a one-year period:
24,632
Does the institution include community service achievements on student transcripts?:
---

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)?:
---

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

The website URL where information about the institution’s community service initiatives is available:
http://clce.gmu.edu/
Community Stakeholder Engagement

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Participation in Public Policy

Responsible Party

Margaret Lo
University Sustainability Director
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.

Submission Note:

Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

"---" 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:

George Mason University's (Mason) President Merten has signed the American College & University Presidents’ Climate Commitment committing Mason to achieving climate neutrality. Secondly, President Merten signed a call for public debate “in which the US presidential candidates share their views on the issues of the environment, health and medicine, and science and technology policy.” Lastly, President Merten also signed several letters to Congress to enact the Higher Education Sustainability Act.

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:
---
Trademark Licensing

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

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

Submission Note:
Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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? :
Yes

Has the institution expressed an intention to participate in the WRC’s Designated Suppliers Program? :
No

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

Criteria

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
**Greenhouse Gas Emissions**

---

**Responsible Party**

**Tyler Orton**  
Projects Innovation Coordinator  
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 EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

---

**Submission Note:**

Information is for FY 2013
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?:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>Yes</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:
No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:
George Mason University Office of Sustainability staff provides data to an external consultant, Sightlines, to verify and calculate campus emissions. Sightlines uses the Clean Air-Cool Planet calculator to determine the carbon emissions.

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

A brief description of the internal and/or external verification process:
The Greenhouse Gas emissions are validated both internally and externally. Each year after the inventory is completed a meeting is held with internal stakeholders to validate the information that they provided. Externally, the consultant, Sightlines verifies and processes the data to ensure accuracy.
Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th>Scope 1 GHG emissions from stationary combustion</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24,020 Metric Tons of CO2 Equivalent</td>
<td>15,069 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 1 GHG emissions from other sources</strong></td>
<td>993 Metric Tons of CO2 Equivalent</td>
<td>1,718 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from purchased electricity</strong></td>
<td>46,004 Metric Tons of CO2 Equivalent</td>
<td>45,018 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from other sources</strong></td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th>Institution-catalyzed carbon offsets generated</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td></td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Third-party verified carbon offsets purchased</td>
<td>4,600 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

---

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

---

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

Mason purchased carbon offsets for 10% of Mason's emissions from electricity for FY13 from a Green-E certified vendor.

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>5,748</td>
<td>3,995</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>26,850</td>
<td>20,682</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>3,849</td>
<td>2,906</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2005</td>
<td>June 30, 2006</td>
</tr>
</tbody>
</table>

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

The Greenhouse Gas emissions baseline was adopted in 2006, the year that President Merten signed the ACUPCC.

Gross floor area of building space, performance year:

7,063,505 Square Feet

Floor area of energy intensive building space, performance year:
<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
</tr>
<tr>
<td>Healthcare space</td>
</tr>
<tr>
<td>Other energy intensive space</td>
</tr>
</tbody>
</table>

Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
</tr>
<tr>
<td>Commuting</td>
</tr>
<tr>
<td>Purchased goods and services</td>
</tr>
<tr>
<td>Capital goods</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
</tr>
<tr>
<td>Waste generated in operations</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
</tr>
</tbody>
</table>

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

---

A copy of the most recent GHG emissions inventory:

---

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/search/?abs=&q=George%20Mason%20University

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

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\textsubscript{x}), sulfur oxides (SO\textsubscript{x}), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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:

Data is for FY2013.

"---" 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?:

<table>
<thead>
<tr>
<th>Leed for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes or No</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Green Building Rating System</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

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

---

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

7,063,505 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Minimum Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

7,063,505 Square Feet

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

EO_19.pdf

The date the guidelines or policies were formally adopted:

July 1, 2010

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

All buildings on campus are operated in a sustainable manner in accordance with state regulations.

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

George Mason University (Mason) is a state institution of higher education within Virginia. As such, Mason follows and implements executive orders enacted by the Governor of Virginia. Executive Order 19 (2010): Conservation and Efficiency in the Operation of State Government builds upon Executive Order 89(2009) that addresses energy conservation and efficiency; water conservation and efficiency within buildings and in landscaping; air quality; waste reduction; use of environmentally preferred products; and green building
standards. As examples, Mason ensures compliance with a performance contract to reduce energy and water consumption; cultivates low maintenance native plants in its landscaping; utilizes green cleaning products; purchases energy efficient appliances whenever possible; buys recycled content products whenever possible; and constructs new buildings to LEED Silver standards.

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

http://facilities.gmu.edu/ProjMgmtConst/Planning/PoliciesStandardCodes.cfm
Building Design and Construction

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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.

Submission Note:

Data is for FY 2014

"---" 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) | Yes |

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

LEED Certified:
Mason Inn-LEED Gold
Founders Hall-LEED Certified
Eastern Shore-LEED Gold
Hampton Roads-LEED Gold
Engineering Building-LEED Silver

Virginia Energy Conservation and Environmental Standards certified:
Rogers-VEES Certified
Whitetop-VEES Certified

Currently Pursuing LEED Certification:
Exploratory Hall - LEED Gold
Mason-Smithsonian - LEED Silver

Total floor area of eligible building space (design and construction):
3,083,581 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
</tbody>
</table>
2nd Highest Level (e.g. LEED Gold) | 362,355 Square Feet

Highest Achievable Level (e.g. LEED Platinum) | 0 Square Feet

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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:
231,085 Square Feet

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:
203,618 Square Feet
A copy of the guidelines or policies:
EO_19.pdf

The date the guidelines or policies were adopted:
July 1, 2010

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:
Virginia has its own green building guidelines called VEES, the Virginia Energy Conservation and Environmental standards. These guidelines are based off of the most common green building guidelines (LEED, Green Globes). For more information visit http://www.fm.virginia.edu/fpc/ContractAdmin/ProfSvcs/DEBNotice.pdf.

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:
In 2007, George Mason University's (Mason) Board of Visitors pledged that all of Mason new buildings will be designed and built to a minimum of US Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver standard. In addition, the state of Virginia in Executive Order 19 (2010) states that all new buildings shall meet the Virginia Energy Conservation and Environmental Standards for energy performance and water conservation. While Mason has its buildings built to LEED Silver standards and the Virginia Energy Conservation and Environmental Standards, Mason has limited budget to complete the LEED certification process for each new building. Therefore, LEED Silver or higher certification is pursued for a limited number of Mason's new buildings.

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.gmu.edu/campussustainability/buildings.html
Indoor Air Quality

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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.

Submission Note:

Data is for FY2013

"---" 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:

7,063,505 Square Feet

Gross floor area of building space:

7,063,505 Square Feet

A brief description of the institution’s indoor air quality program(s):

George Mason University is committed to providing a work environment that is free of recognized hazards and investigating complaints that may be related to poor indoor air quality (IAQ). This Indoor Air Quality (IAQ) Program is designed to provide practices and procedures for building occupants and occupant management for the prevention and reporting of indoor air quality concerns. Occupants can report problems to Mason’s Environmental Health & Safety Office or the work request customer service center.

The website URL where information about the institution’s indoor air quality program(s) is available:

http://ehs.gmu.edu/programs_indoor_air.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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

Responsibility Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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.

Submission Note:

Information is for FY14. Currently data is unavailable for food purchasing.

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

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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:

Building space and energy consumption data is for FY 2012.

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

Building energy consumption::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>745,488 MMBtu</td>
<td>599,477 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Gross floor area of building space::
## Performance Year vs. Baseline Year

<table>
<thead>
<tr>
<th>Description</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>8,530,453 Gross Square Feet</td>
<td>5,025,575 Gross Square Feet</td>
</tr>
<tr>
<td>Gross Square Feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor area of energy intensive space, performance year::</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory space</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Healthcare space</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree days, performance year::</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heating degree days</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Source-site ratios::</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grid-purchased electricity</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Start and end dates of the performance year and baseline year (or 3-year periods)::</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Year</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of when and why the building energy consumption baseline was adopted:
A brief description of any building temperature standards employed by the institution:

George Mason University installed a comprehensive, integrated facility energy management system utilizing an Ethernet based system to link each facility to the energy management office. This program generated significant savings through improved monitoring and control capability for key systems: heating, cooling, ventilation and lighting. Verification of proper temperature, setpoints, setback or shutdown of systems, monitoring of energy usage real-time, and detection of degraded energy efficiency would all contribute to more efficient operation and expected savings.

A brief description of any light emitting diode (LED) lighting employed by the institution:

At George Mason University Light Emitting Diode (LED) technology has been installed in the majority of the outdoor lighting systems on the Fairfax and Prince William Campuses. The lighting systems include road ways, parking lots, walkways and parking garage lighting systems.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

George Mason University installed wall mounted and ceiling mounted occupancy sensors throughout its campus. This will greatly reduce energy consumption in seldom used areas such as restrooms, conference rooms, and stairwells.

A brief description of any passive solar heating employed by the institution:

---

A brief description of any ground-source heat pumps employed by the institution:

---

A brief description of any cogeneration technologies employed by the institution:

---

A brief description of any building recommissioning or retrofit program employed by the institution:

---

A brief description of any energy metering and management systems employed by the institution:

George Mason University installed a comprehensive, integrated facility energy management system utilizing an Ethernet based system to link each facility to the energy management office. This program generated significant savings through improved monitoring and control capability for key systems: heating, cooling, ventilation and lighting. Verification of proper temperature, setpoints, setback or shutdown of systems, monitoring of energy usage real-time and detection of degraded energy efficiency would all contribute to more efficient
operation and expected savings.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

---

A brief description of any energy-efficient landscape design initiatives employed by the institution:

---

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

In 2010, George Mason University accepted new contracts for snack and vending. The contract had sustainable features including energy efficiency units and healthier vending options. The vending machines also have motions sensors to detect when customers are nearby.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

---

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:

---
Clean and Renewable Energy

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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:

Data is for FY 2012.

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

Clean and renewable energy from the following sources:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
<td>4.60 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td></td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td></td>
<td>37,765.58 MMBtu</td>
</tr>
</tbody>
</table>
Total energy consumption, performance year:
745,488 MMBtu

A brief description of on-site renewable electricity generating devices:
George Mason University (Mason) has several small solar photovoltaic installations on campus with plans to develop more in the future. Mason has an innovative zero-carbon mobile art exhibition gallery and community space with a 130 watt solar panel; two solar powered trash compactors each having a 208 watt solar panel attached; and two solar powered fleet vehicles each powered by 187 watt solar panels.

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

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

A brief description of the RECs and/or similar renewable energy products:
George Mason University purchased primarily wind RECs to offset 10% of its annual electricity use for 2012.

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
Landscape Management

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
2) Sustainable Landscape Management Program

The program includes formally adopted guidelines, policies and/or practices that cover all of the following:

- Integrated pest management (see above)
- Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
- Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
- Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
- Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
- Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
- Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

3) Organic, Certified and/or Protected

Protected areas and land that is:

- Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- Certified Organic
- Certified under the Forest Stewardship Council (FSC) Forest Management standard
- Certified under the Sustainable Sites Initiative™ (SITES™) and/or
- Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.
This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Biodiversity

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party
Margaret Lo
University Sustainability Director
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.

Submission Note:
Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---“ 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:
GreenPurchasingPolicy.pdf

The electronics purchasing policy, directive, or guidelines:
Policy: All desktop computers, notebooks and monitors purchased must meet at a minimum, environmental criteria designated as “required” as contained in the IEEE 1680 Standard for the Environmental Assessment of Personal Computer Products.
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

George Mason University's (Mason) green purchasing policies and preferences are included within its solicitation process. Mason works with vendors that share our commitment to sustainability.

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:

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>295 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>1,509,517 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment: 1,522,233 US/Canadian $

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://fiscal.gmu.edu/Departments/Purchasing/GreenPurchasingPolicy.pdf
Cleaning Products Purchasing

Responsible Party

Tyler Orton
Projects Innovation Coordinator
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:

Data is for FY13

"---" indicates that no data was submitted for this field
Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:
---

The green cleaning product purchasing policy, directive, or guidelines:
Policy: Cleaning solvents shall be biodegradable, phosphate free and citrus based where their use will not compromise quality of service.
Policy: Industrial and institutional cleaning products that meet Green Seal certification standards or environmental preferability and performance shall be purchased and/or be required to be supplied by janitorial contractors.
Policy: All surfactants and detergents used shall be readily biodegradable and shall not contain phosphates.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
Within George Mason University's (Mason) policies, there is a preference that cleaning solvents and surfactants shall be biodegradable and phosphate free, citrus based, and Green Seal certified, where their use will not compromise quality of service. Mason works with vendors that share our commitment to sustainability and we have established Green Seal certified products, equipment, and practices as the foundation of our cleaning program.

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: 611,679 US/Canadian $

Total expenditures on cleaning and janitorial products: 687,279 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?:
Yes

A brief description of the institution’s low-impact, ecological cleaning program:
• GMU Housekeeping is committed to achieving the best possible Green Cleaning program our budget will allow without sacrificing our cleaning standards. Although there is no specific language in the current cleaning contract requiring the contractor to use only green cleaning products, the contractor (a Green Seal Certified company) working in partnership with the University shares in our commitment to sustainability and has established GSC products, equipment and practices as the foundation of their GMU cleaning operation. It should
be noted that the majority of GSC requirements are standard operating procedures for today’s professional cleaning services and have been in use at George Mason for many years. We feel confident that we have a solid foundation to build on and will continue to evaluate GSC products, equipment, and cleaning techniques. We will augment our cleaning program with those products and practices that best suit our cleaning needs and budget restraints.

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

Housekeeping Green Cleaning Initiatives (MASTER).docx

**The sections of the cleaning contract(s) that reference certified green products:**

---

**The website URL where information about the institution’s green cleaning initiatives is available:**

http://fiscal.gmu.edu/Departments/Purchasing/GreenPurchasingPolicy.pdf
Office Paper Purchasing

Responsible Party

Tyler Orton
Projects Innovation Coordinator
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:

Data is for FY2012

"---" 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:

Policy: 30% post-consumer waste recycled paper shall be the standard for all applications where quality of service or the health and safety of employees is not compromised

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

George Mason University's (Mason) green purchasing policies and preferences are included within its solicitation process. Mason works with vendors that share our commitment to sustainability.

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:

<table>
<thead>
<tr>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
</tr>
<tr>
<td>174,098.80 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
</tr>
<tr>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on office paper:
174,098.80 US/Canadian $

The website URL where information about the paper purchasing policy, directive, or guidelines is available:
http://fiscal.gmu.edu/Departments/Purchasing/GreenPurchasingPolicy.pdf
Inclusive and Local Purchasing

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.

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

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Guidelines for Business Partners

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.

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Tyler Orton
Projects Innovation Coordinator
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:
Data is for FY2013

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

Total number of vehicles in the institution’s fleet:
196
Number of vehicles in the institution's fleet that are:

<table>
<thead>
<tr>
<th>Fuel Type</th>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>2</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>15</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>0</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
</tbody>
</table>

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:
---

The website URL where information about the institution's support for alternative fuel and power technology is available:
---
Student Commute Modal Split

Responsible Party

Tyler Orton
Projects Innovation Coordinator
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:

These results are from the transportation survey completed in spring of 2013. Currently faculty/staff and students are compiled together in the results.

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

Total percentage of students that use more sustainable commuting options:

28.30

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
</tbody>
</table>

A brief description of the method(s) used to gather data about student commuting:
This information was taken from the Transportation Survey completed in spring of 2013. There were 2335 respondents. Currently faculty/staff and students are tallied together in the results.

The website URL where information about sustainable transportation for students is available:

http://transportation.gmu.edu/
Employee Commute Modal Split

Responsible Party

Tyler Orton
Projects Innovation Coordinator
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:

These results are from the spring 2013 transportation survey. Currently, faculty/staff and students are combined in the results.

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

Total percentage of the institution’s employees that use more sustainable commuting options:

28.30

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>70.60</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>10.40</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>5.10</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>12.80</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>0</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>0</td>
</tr>
</tbody>
</table>

A brief description of the method(s) used to gather data about employee commuting:

This information was taken from the Transportation Survey completed in spring of 2013. There were 2335 respondents. Currently faculty/staff and students are tallied together in the results.

The website URL where information about sustainable transportation for employees is available:

http://transportation.gmu.edu/
Support for Sustainable Transportation

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

Submission Note:

This data is for FY2014

"---" 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:

In addition to having bike storage, shower facilities, and lockers for bicyclists at numerous buildings on campus, George Mason University has a Bicycle Commuter Benefit Program for its faculty and staff. A bicycle commuter receives a $20 voucher each month good at area bike shops; two complimentary daily parking passes per month; and use of shower facility at the Recreation and Athletic Center and/or Aquatic Center without becoming a member.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Mason provides bike racks at every building on campus. Bike rack assessments are done yearly, and the amount of bicycle parking has been growing at a rate of 10% or more per year. As part of any new building project bicycle racks are included in the design and any housing buildings have covered parking as part of the project. Currently, Mason has long term bicycle storage near all housing areas and bike shelters at the majority of on campus housing.

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:

As part of the 2011 Transportation Master Plan, Mason committed to having facilities for all modes of transportation as part of any new road construction or major road improvements. Mason currently has bicycle facilities on the majority of the existing roads. For more information see the transportation master plan (http://transportation.gmu.edu/pdfs/GMU_FairfaxCampus_TransMgmtPlan_Final.pdf)

) or our bike and alternative transportation map (STARS Reporting Tool | AASHE
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:

On Mason's Arlington campus, 10 capitol bikeshare bikes are installed in front of Founders Hall. Capital Bikeshare has over 1,525+ bicycles in their network at over 160+ stations across Washington, D.C. and Arlington, VA. The bikes can be return it to any station near the rider's destination.

http://www.capitalbikeshare.com

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?:
Yes

A brief description of the certification, including date certified and level:

George Mason University received a bronze level Bike Friendly University certification in the fall of 2011. Some highlights include Mason's on campus covered bike parking, a $20 stipend for bicycle commuters, and work with the local community on improving bicycling conditions.

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):

George Mason University (Mason) has a robust commuting program where:
--Mason Shuttles operates several different shuttles providing free service to Mason students and employees.
--Students, faculty, and staff ride free on Fairfax City buses with a valid ID.
--Full time employees commuting to work on public transportation can request up to $125 per month from the State of Virginia to cover commuting costs.

In 2010, Mason employees and students made 330,000 trips by Fairfax City's Cue Bus and 600,000 trips by Mason shuttles. This makes a big impact on greenhouse gas emissions and these modes of transportation are more sustainable then driving alone.
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:

The Guaranteed Ride Home program is designed for employees who rideshare (carpool/vanpool), use mass transit (bus, train), bicycle, or walk to work at least two times a week. It is absolutely free to sign-up for and free to use. Once you register you can use the GRH service up to four times a year. Your year will begin once you register for the program. If a qualifying emergency arises (such as sudden illness of a family member, school closing, etc.)

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:

Mason Zimride is a fun and easy way to share the seats in a car or catch a ride. With Zimride, participants can find friends, classmates, and coworkers going the same way. Mason Zimride helps participants offer or request rides for commutes, road trips, and popular events. If participants have a car, split costs by offering rides. If participants don’t have a car, they can find rides where they need to go. Mason Zimride requires an @gmu.edu email address. Participants can also sign-in using a Facebook account if they are part of the George Mason University network.

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:

George Mason University (Mason) has 3 Zipcars available at Mason Pond, the Rappahannock Parking Deck on main campus, and others available at nearby mass transit stops. Mason students, faculty, and staff can join Zipcar for only $35/year.

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:

Mason has 8 electric vehicle charging stations. There are 2 locations per parking garage, located in visitor parking.
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:

George Mason University (Mason) strongly supports flexible work schedules for its employees. It has numerous flexible work options including a compressed work schedule, flextime, job sharing, remote work, and telework.

Mason has found that flexible work options can be a great strategic tool for supervisors for faculty/staff retention; continuity of operations; productivity enhancement; and extended office coverage (compressed schedules). For faculty and staff, the benefits are putting commuting time to a different purpose, reducing commuting costs, productivity enhancement, and work/life balance.

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:

George Mason University (Mason) strongly supports flexible work schedules for its employees. It has numerous flexible work options including a compressed work schedule, flextime, job sharing, remote work, and telework.

Mason has found that flexible work options can be a great strategic tool for supervisors for faculty/staff retention; continuity of operations; productivity enhancement; and extended office coverage (compressed schedules). For faculty and staff, the benefits are putting commuting time to a different purpose, reducing commuting costs, productivity enhancement, and work/life balance.

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

A brief description of the incentives or programs to encourage employees to live close to campus:

George Mason University (Mason) has luxury apartments on campus for any Mason employee, graduate, or professional student to rent. Rental rates for this housing are priced slightly below market rates for comparable units. There is an established selection procedure which will prioritize applicants by categories with preference given to new faculty and staff.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
No

A brief description of other sustainable transportation initiatives and programs:

---

The website URL where information about the institution’s sustainable transportation program(s) is available:
http://transportation.gmu.edu/areatransportation.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
Waste Minimization

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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:

Data is for FY 2013

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

Waste generated:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>828 Tons</td>
<td>849 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>0 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Materials disposed in a solid waste landfill or incinerator

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,577 Tons</td>
<td>2,537 Tons</td>
<td></td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of when and why the waste generation baseline was adopted:

---

A brief description of any (non-food) waste audits employed by the institution:

---

A brief description of any institutional procurement policies designed to prevent waste:

---

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

---
materials:

George Mason University (Mason) collects surplus equipment and furniture from departments all over campus. Reusable equipment and furniture are stored at the warehouse to be redistributed to any Mason departments. After a period of time, the items get auctioned and the proceeds go to the state.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

George Mason University (Mason) is a state institution of higher education within Virginia. As such, Mason follows and implements executive orders enacted by the Governor of Virginia. Within Virginia Executive Order 19 (2010) it states Virginia’s government must set the example in its use of all resources. Every effort should be made for publications of the executive branch agencies and institutions to be published in electronic form only, unless there is a statutory or regulatory requirement to the contrary, or a substantial portion of the intended recipients of the publication cannot be reached electronically.

A brief description of any limits on paper and ink consumption employed by the institution:

In the last few years, George Mason University’s Print Services eliminated the ability for students, faculty, and staff to use printers for free on campus, and started charging for paper. As a result, paper usage plummeted within the year this change took place.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

In order to facilitate waste reduction at George Mason University (Mason), the Office of Community Relations, in collaboration with the Office of Recycling and Waste Management, instituted an end-of-year move-out recycling program in 2007 called Patriot Pack Out. Through this streamlined, low cost, volunteer outreach program, resident students who are leaving for the summer are encouraged to conveniently donate unwanted clothes and appliances, as well as unopened food items, which are delivered to charities benefitting our local community. In the past, these items would have just been left behind in the residence halls for university waste management staff to clear, attempt to separate, and haul to appropriate locations.

In 2012, Mason collected a total of 10,360 pounds of recyclable materials from the Patriot Pack Out Program. From this collection, the university donated 1,810 pounds of food to Food for Others. It has been estimated that 1 pound of food = 1 meal. Based on a family of four, Mason's donation to Food for Others fed 452 families. The university also donated 8,650 pounds of clothing and small appliances to the Clock Tower Thrift Shop in Falls Church, which benefits Northern Virginia Family Services (NVFS). The Director of Business Services for NVFS estimates a revenue value of $33,994 toward their programs benefitting Fairfax County families.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

---

A brief description of any food waste audits employed by the institution:

---

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:
A brief description of programs and/or practices to track and reduce post-consumer food waste:

At George Mason University (Mason), trayless dining is implemented in all dining facilities. Trays are available for students, staff and faculty with disabilities or special needs.

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):

Launched in Fall of 2012 the Choose to Reuse program offers reusable to-go containers to Mason affiliates for a one time fee of $7 (the equivalent of one meal swipe). Once a member of the program, the users receive a membership card that they trade in for the reusable container each time they buy a meal. Once the containers have been used they are returned to cashiers in the main dining area. The containers are then sterilized and redistributed to be reused.

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):

---

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:

George Mason University (Mason) gives discounts from 10 cents to 60 cents at various food establishments on campus for customers that use reusable mugs. Mason also designed and sold a plastic hot-holding travel mug and a cold beverage mug. Customers who use these “Greening Mason” mugs can refill any beverage for $1.19.

In addition, to discourage disposable cups from being used for water, guests are charged a 30 cent fee for their purchase.

A brief description of other dining services waste minimization programs and initiatives:

---

The website URL where information about the institution’s waste minimization initiatives is available:

http://green.gmu.edu/campussustainability/wasteminandrecycling.html
Waste Diversion

Responsible Party

Tyler Orton
Projects Innovation Coordinator
Office of Sustainability

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.

Submission Note:

Data for this field is for calendar year 2012

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

Materials diverted from the solid waste landfill or incinerator:
828 Tons

Materials disposed in a solid waste landfill or incinerator:
2,577 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:

George Mason University (Mason) has several programs that divert waste, primarily its recycling program; Patriot Pack Out, its residential halls move-out program; and its surplus program. Mason was not able to include its surplus program at this time since transactions are tracked in dollars and not in weight.

A brief description of any food donation programs employed by the institution:

---

A brief description of any pre-consumer food waste composting program employed by the institution:
There is currently no pre-consumer composting at Mason. We are in the process of looking for a new hauler for our dehydrated and pulped material.

A brief description of any post-consumer food waste composting program employed by the institution:

Mason is not composting any post-consumer food waste at this time. We're in the process of finding a new composting hauler and will begin composting again once this is found.

### Does the institution include the following materials in its waste diversion efforts?:

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>Yes</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>---</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Yes</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>Yes</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>---</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Material</td>
<td>Diversion Status</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Pallets</td>
<td>Yes</td>
</tr>
<tr>
<td>Motor oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Other materials that the institution includes in its waste diversion efforts:

---
**Construction and Demolition Waste Diversion**

**Responsible Party**

Margaret Lo  
University Sustainability Director  
Sustainability

---

**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.

---

**Submission Note:**

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

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

---

**Construction and demolition materials recycled, donated, or otherwise recovered:**

9,016 Tons

**Construction and demolition materials landfilled or incinerated:**

9,454 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:**

George Mason University (Mason) has committed to designing and constructing buildings that meet, at the minimum, Leadership in Energy and Environmental Design (LEED) Silver standards and the Virginia Energy Conservation and Environmental Standards. Within LEED, there are credits associated with construction and demolition waste diversion which the university tracks. While Mason has its buildings built to LEED Silver standards and the Virginia Energy Conservation and Environmental Standards, Mason has limited budget to complete the LEED certification process for each new building. Therefore, LEED Silver or higher certification is pursued for a limited number of Mason's new buildings. Within the nine buildings completed at Mason in FY10, two are registered for the LEED Silver certification. The numbers listed above are for those projects. The construction and demolition waste for the other projects are the responsibility of the contractors and responsibly disposed of but not specifically tracked.
Hazardous Waste Management

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

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.

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

The Environmental Health and Safety (EHS) department at George Mason University (Mason) tracks waste disposal costs and tonnage, and actively works with faculty and staff to identify ways to minimize waste streams.

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

George Mason University (Mason) trains personnel who generate hazardous waste on proper handling of wastes, as well as how to store waste until it is collected by the Environmental Health and Safety (EHS) department. Training includes how to determine if a waste is hazardous, how to store waste, and completing and labeling of waste containers. EHS collects hazardous waste from the university’s laboratories and Facilities shops, and segregates these wastes according to hazard class until the waste waste can be picked up for transport to a treatment, storage, and disposal (TSD) facility.
Mason utilizes hazardous waste disposal companies that are approved to transport wastes to TSD facilities. Whenever possible, Mason works with companies that are also approved to operate TSD facilities. By working with waste disposal companies operating their own TSD facilities, this reduces the amount of transport necessary prior to final disposition of the university’s wastes. As required by the US Environmental Protection Agency, EHS maintains copies of all hazardous waste manifests.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

---

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

George Mason University’s (Mason) Environmental, Health, and Safety (EHS) works with laboratory faculty and staff to identify unused chemicals that could be utilized by another instructor or research team. When these chemicals are identified, EHS sends an email to the appropriate Lab Safety Liaisons to notify them of the type and amount of chemical available. Unless a researcher or instructor has requested that EHS flag a particular chemical for them, the unused chemicals are available on a “first-come, first-served” basis. Once the chemicals have been tagged for the appropriate researcher(s), EHS arranges for the researcher to retrieve, deliver, and transport the chemical(s) to the recipient laboratory.

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?:

No

A brief description of the electronic waste recycling program(s):

George Mason University (Mason) has a program to recycle rechargeable batteries, printer cartridges, and cell phones. For surplus computers and electronic equipment, these are collected by Mason's surplus program for reuse by other departments within the university or are auctioned off if there are no interested parties.

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

George Mason University (Mason) has an environmental, health, and safety office that monitors, audits, recycles and/or disposes of Mason's chemical, hazardous, universal and a select amount of electronic waste safely. Mason's EHS office has a program to collect and recycle rechargeable batteries, printer cartridges, and cell phones. For surplus computers and electronic equipment, these are collected by Mason's surplus program for reuse by other departments within the university or are auctioned off if there are no interested parties.
The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:

http://ehs.gmu.edu/index.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
**Water Use**

---

**Responsible Party**

Tyler Orton  
Projects Innovation Coordinator  
Office of Sustainability

---

**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.

---

**Submission Note:**

Water consumption is in KGAL units for FY 2012.

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

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**Level of water risk for the institution’s main campus:**

---

**Total water use::**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>148,329 Gallons</td>
<td>133,082 Gallons</td>
</tr>
</tbody>
</table>

**Potable water use::**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Area of vegetated grounds:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of when and why the water use baseline was adopted:

---
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:
The George Mason University's Child Development Center Garden has a new irrigation system from Water Management, Inc. The irrigation system utilizes rainwater to water the garden.

A brief description of any water metering and management systems employed by the institution:
Many of George Mason University's buildings have potable water and wastewater meters.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:
---

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:
---

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):
George Mason University uses a majority of native plants, which are appropriate to the regional climate and therefore need less maintenance and watering.

A brief description of any weather-informed irrigation technologies employed by the institution:
On George Mason University's (Mason) Fairfax campus there are sensor technologies in place where if the sensors detect rainfall, it will override the irrigation schedule. On Mason's Prince William campus, the irrigation system takes into consideration weather data and adjusts its irrigation practices accordingly.

A brief description of other water conservation and efficiency strategies employed by the institution:
---

The website URL where information about the institution’s water conservation and efficiency initiatives is available:
http://sustainability.gmu.edu/campussustainability/water.html
Rainwater Management

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

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.

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:
The Storm Water Management Program at George Mason University (Mason) consists of minimizing the impacts of runoff associated with land disturbance such as flooding, erosion and water pollution. Due to current developmental expansion, Mason’s goal is to find cost-effective alternatives that provide water quantity and quality control while complying with laws and regulations. Moreover, as land disturbing activities take place, Mason continues to incorporate measures that protect and/or improve natural areas during and after construction. In addition to the ongoing efforts to preserve the natural landscape, Mason strives to reduce impervious areas as much as possible and create more vegetated regions.

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:

---

A brief description of any rainwater harvesting employed by the institution:  

---

Rainwater harvested directly and stored/used by the institution, performance year:  

---

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:  

---

A brief description of any living or vegetated roofs on campus:  

In 2006, George Mason University constructed its first vegetated roof located in Fairfax campus, outside of Research I building. The facility covers an area of approximately 64 X 16 square feet filled with a variety of hardy and aesthetically pleasant plants that seamlessly blend into landscaping. The filtration properties of this facility help to eliminate pollutants while reducing storm water runoff.

A brief description of any porous (i.e. permeable) paving employed by the institution:  

In the ongoing effort to reducing impervious areas, George Mason University (Mason) continues to enhance the implementation of porous pavement. Mason currently contains more than one acre of pervious pavement in Fairfax campus. Permeable pavement is mainly used in low-traffic areas such as back roads, housing facilities and bike racks. The use of pervious pavement not only reduces the runoff concentrations but also enhances the natural process of filtration.

A brief description of any downspout disconnection employed by the institution:  

---
A brief description of any rain gardens on campus:

---

A brief description of any stormwater retention and/or detention ponds employed by the institution:

George Mason University (Mason) has currently two retention (wet) ponds serving as both storm water management (SWM) and best management practice (BMP) facilities. The first retention pond is located on the south-east portion of Fairfax Campus (Mason Pond). Mason Pond treats approximately 125 acres, which is equivalent to more than a third of the total campus area. It retains nearly 8 acre-feet of storm water and it outfalls into an existing detention pond (Braddock Pond) located south-west of campus. The second pond (Prince William Pond) is located in the middle of Prince William campus and it treats close to 60 acres of the site. Prince William Pond discharges into an existing unnamed tributary.

A brief description of any bioswales on campus (vegetated, compost or stone):

At George Mason University (Mason) there are several vegetated swales which treat, convey and partially infiltrate storm water runoff at different locations of Fairfax and Prince William Campus. In some cases, these swales are implemented in conjunction with other structures such as check dams, which are used to slow runoff and enhance infiltration, where steep slopes are present. Such swales are vegetated with water-resistant plants. A variety of small grass swales can also be found on the west side of Fairfax Campus; these work essentially as drainage ditches, but they latently provide more infiltration and pollutant removal. All of Mason’s existing swales are used mostly as pre-treatment for other existing SWM/BMP facilities.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Other technologies used in storm water management at George Mason University (Mason) include:

1. Detention Ponds: There are two existing detention (dry) ponds used as both SWM and BMP facilities.
   a. Krasnow Pond: Located north-east of Fairfax Campus. It treats a drainage area of 7.5 acres and outfalls into an existing unnamed tributary.
   b. FSH Pond: Located north-east of Fairfax campus. It treats a drainage area of 14.7 acres and outfalls into an existing unnamed tributary.

2. Extended Detention Ponds:

   Braddock Pond: Located south-west of Fairfax Campus. It treats a drainage area of 190 acres and serves as an outfall for Mason's East Fairfax Campus.

3. Rain Gardens:

   Mason has three rain gardens located on north-east portion of the Fairfax Campus. Each rain garden is composed of a variety of native perennial plant species, which require minimal maintenance (wildflowers, shrubs and small trees). Rain gardens allow the storm water to penetrate into the ground and restore the water table, while simultaneously removing pollutants.

4. Grasscrete: A pre-fabricated structure made out of reinforced concrete with voids to be filled with grass. Grasscrete has been installed as an alternative to ordinary concrete in different locations within Fairfax and Prince William campuses, such as, fire access roads, low-traffic roads, and other areas where emergency traffic is required. Its drainage capabilities are roughly the same as regular grass; therefore, Grasscrete has been beneficial in Mason’s effort to reduce impervious areas.
The website URL where information about the institution’s rainwater management initiatives, plan or policy is available:

http://facilities.gmu.edu/planning/PoliciesStandardCodes.htm
Wastewater Management

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in OP 26: Water Use.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Margaret Lo
University Sustainability Director
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:

Data is for FY2014

"---" 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:

Mason's commitment to sustainability is real and is backed by public commitments and action. Since 2011, Mason has completed its first Sustainability Tracking, Assessment, and Rating System (STARS) report which achieved a Silver rating; established a $100,000 annual green fund to support sustainability infrastructure and research; received the "Most Sustainable Community Program" award from the Virginia Sustainable Building Network; was a finalist in Environmental March Madness; established a peer-to-peer student group called the Green Patriots; and created a Green Office program on campus.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:
The Executive Steering Committee at George Mason University (Mason) has the responsibility to ensure the highest-impact sustainability projects are prioritized and funded. They will provide guidance to the Office of Sustainability on university priority and will advocate for high-impact sustainability projects with the senior executive staff at Mason.

Responsibilities:
--Set goals and priorities for university sustainability
--Make recommendations to the budget group about how the university budget should support these goals and priorities
--Review progress against established goals and priorities

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Tom Ashcraft, School of Art
Guilbert Brown, Budgeting and Planning
Tom Calhoun, Facilities
Barbara Clark, Fiscal Services
Aurali Dade, Office of Research
Kimberly Eby, Faculty Development
Alissa Karton, University Life
Chris Kennedy, Environmental Science and Policy
Mark Kraner, Auxiliary Enterprises
Margaret Lo, Office of Sustainability
Laura Phelps, Information Technology Unit
Paul Schopf, Oceanography
Mark Stahley, Budget and Planning
Daniel Waxman, Auxiliary Enterprises
Preston Williams, Strategic Communications
Andrew Wingfield, Provost's Office

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 mission of the sustainability office is to use the strengths of George Mason University - innovation, responsiveness, flexibility, and community strength - to provide leadership in environmental, social, and economic stewardship on our campuses and throughout the local and global communities of which we are a part.

The responsibilities of the Sustainability Office include:
--Provide a strategic direction for the evolution of sustainability on Mason's campuses.
--Provide policy recommendations to the administration that improve our operational efficiency and contribute to our long-term economic and environmental sustainability.
--Assist in the creation of processes and standards across campus that promote the sustainability of Mason.
--Collaborate with faculty, staff, and students to create a central hub for communicating sustainability initiatives.
--Coordinate the activities of the Executive Steering Committee.
--Participate in the coordination of campus-wide awareness and engagement campaigns, such as Earth Week, Green Rush, Fall for the Book, and others.
--Work with the Provost's Office to encourage the integration of sustainability principles into curricula across the university.
--Interface with local, regional, and national organizations and working groups that can further the sustainability interests of George Mason University.
--Implementing a climate action plan that will lead Mason to climate neutrality as per the American College and University Presidents' Climate Commitment.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
5

The website URL where information about the sustainability office(s) is available:
http://green.gmu.edu/about/index.cfm

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Ms. Margaret Lo

A brief description of each sustainability officer position:
The University Sustainability Director responsibilities include strategic planning and establishing standards and policies that advance Mason's progress towards climate neutrality. The Director also supports the integration of sustainability activities into curricular and extracurricular activities such as campaigns that increase awareness and working with department heads to discuss ways they can “green” their operations. The Director also coordinates the reporting of Mason's sustainability progress to the public, develops a sustainability program budget, and seeks related grant opportunities.

The website URL where information about the sustainability officer(s) is available:
http://green.gmu.edu/about/staff.cfm
Sustainability Planning

Responsible Party

Margaret Lo
University Sustainability Director
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.
Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
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<td>Yes</td>
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<tr>
<td>Water</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Health, Wellbeing and Work</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

In Dec 2011, Mason's Provost announced a vision for sustainability in academic endeavors. The vision states that Mason will rank among the top 50 US universities in sustainability studies, leading strategic research, education, and service to promote a more sustainable campus, community, and world.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

There are approximately six measurable objectives in this vision that address curriculum. One objective is that Green Leaf sustainability courses are offered in all 11 academic units and most academic departments, fostered by peer-to-peer faculty capacity building. Another is that all pertinent academic programs include concentrations with Green Leaf courses as requirements or electives. Green Leaf courses are either sustainability focused where all three of the triple bottom line concept--people, planet, and profits--are addressed or sustainability-related where at least one of the concepts is addressed.

More information is available at

http://sustainabilitystudies.gmu.edu/vision/

Accountable parties, offices or departments for the Curriculum plan(s):

Provost's Fellow for Sustainable Studies

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

In Dec 2011, Mason's Provost announced a vision for sustainability in academic endeavors. The vision states that Mason will rank among the top 50 US universities in sustainability studies, leading strategic research, education, and service to promote a more sustainable campus, community, and world.

The measurable objectives, strategies and timeframes included in the Research plan(s):

There are approximately four measurable objectives in this vision that address research and scholarship. One objective is formation of multi-year research projects and network to address big sustainability challenges. Another objective is commitment and mechanisms to open Mason operations to scholarship. More information is available at

http://sustainabilitystudies.gmu.edu/vision/
Accountable parties, offices or departments for the Research plan(s):

Provost's Fellow for Sustainable Studies

A brief description of the plan(s) to advance Campus Engagement around sustainability:

In Dec 2011, Mason's Provost announced a vision for sustainability in academic endeavors. The vision states that Mason will rank among the top 50 US universities in sustainability studies, leading strategic research, education, and service to promote a more sustainable campus, community, and world.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

There are approximately three measurable objectives in this vision that address campus engagement and service, research and scholarship. One objective is that sustainability-focused immersive learning experiences are provided each year. Another objective is students participate in co-curricular sustainability opportunities related to signature Mason events. More information is available at http://sustainabilitystudies.gmu.edu/vision/

Accountable parties, offices or departments for the Campus Engagement plan(s):

George Mason University's Office of Sustainability and Provost's Fellow for Sustainable Studies

A brief description of the plan(s) to advance Public Engagement around sustainability:

Within Mason's 2014-2024 Strategic Plan, Mason states that it will contribute to the cultural vitality of our community through regional partnerships and commitments to the arts, athletics, and community engagement. In addition, Mason is a signatory of the United Nations Global Compact to promote environment, labor, human rights, and combat corruption as well as the Clinton Global Initiative University Network that supports developing solutions to some of the world's most pressing challenges.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Mason's goal is to achieve the Community Engagement Classification through the Carnegie Foundation for the Advancement of Teaching.

Accountable parties, offices or departments for the Public Engagement plan(s):

George Mason University Community Relations
A brief description of the plan(s) to advance sustainability in Air and Climate:

In 2010, George Mason University released its publicly available Climate Action Plan as part of the American College and University Presidents' Climate Commitment. More information can be found at

http://rs.acupcc.org/cap/84/

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Mason aims to reduce Scope 1, 2, and 3 emissions by 20% by 2020 and 80% by 2050.

Accountable parties, offices or departments for the Air and Climate plan(s):

George Mason University Office of Sustainability

A brief description of the plan(s) to advance sustainability in Buildings:

In 2010, George Mason University released its publicly available Climate Action Plan as part of the American College and University Presidents' Climate Commitment. Since the majority of Mason's emissions are created by building operations, it is an area of focus for Mason. In addition, in 2013, Mason included environmental goals and minimum standards into its Design Information Manual which provides guidance to all of its building design teams. More information can be found at

http://rs.acupcc.org/cap/84/

and


The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Mason measures its progress with two energy intensity values--emissions per student and square foot. Energy intensity metrics will show a 2% decline per year starting in fiscal year 2010 through the end of fiscal year 2012, by 2014 energy intensity down by 10% from 2006, and by 2020 Mason will achieve a 50% energy intensity reduction from 2006 levels.

Accountable parties, offices or departments for the Buildings plan(s):

George Mason University's Energy department and Office of Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:
From purchasing local seasonal produce whenever possible to reducing inorganic and organic waste, Mason Dining is dedicated to providing the Mason community with an exceptional dining experience that is good for the diner and good for the planet. This commitment was formalized with Sodexo's Better Tomorrow Plan. The Better Tomorrow Plan includes 14 commitments for a brighter future by focusing on three key priorities: health, community and planet. For more information, please visit https://gmu.sodexomyway.com/planet/index.xhtml

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Mason Dining and Sodexo has several objectives including:
--We will ensure compliance with a Global Sustainable Supply Chain Code of Conduct in all the countries where we operate by 2015
--We will source local, seasonal, or sustainably grown and raised products in all the countries where we operate by 2015
--We will source sustainable fish and seafood in all the countries where we operate by 2015
--We will source and promote sustainable equipment and supplies in all the countries where we operate by 2020
--We will reduce our carbon footprint in all the countries where we operate and at clients' sites by 2020
--We will reduce our water footprint in all the countries where we operate and at clients' sites by 2020
--We will reduce organic waste in all the countries where we operate and at clients' sites by 2015. We will support initiatives to recover organic waste
--We will reduce non-organic waste in all the countries where we operate and at clients' sites by 2015. We will support initiatives to recover non-organic waste

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Mason Dining, Sodexo, and Mason Auxiliary Enterprises Green

A brief description of the plan(s) to advance sustainability in Energy:

In 2010, George Mason University released its publically available Climate Action Plan as part of the American College and University Presidents' Climate Commitment. Since the majority of Mason's emissions are created by its energy use, it is an area of focus for Mason. More information can be found at http://rs.acupcc.org/cap/84/

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Mason measures its progress with two energy intensity values--emissions per student and square foot. Energy intensity metrics will show a 2% decline per year starting in fiscal year 2010 through the end of fiscal year 2012, by 2014 energy intensity down by 10% from 2006, and by 2020 Mason will achieve a 50% energy intensity reduction from 2006 levels.
Accountable parties, offices or departments for the Energy plan(s):

George Mason University's Energy department and Office of Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

In 2013, Mason included environmental goals and minimum standards into its Design Information Manual which provides guidance to all of its building design teams. In addition, in 2008, Mason outlined detailed landscape guidelines that addresses campus zones, plantings, irrigation, and sustainability within the landscape. More information can be found at


The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Some objectives outlined within the environmental standards section of the Design Information Manual that relate to grounds include:
--Use life-cycle cost and life-cycle quantity/quality control modeling to determine the best application of particular best management practices (traditional or low impact development).
--Mason will designate conservation areas so that when university-owned forested land is developed, new trees, of the same character and quality as those being removed and in a ratio of two planted to one removed, will be replanted in compliance with reforestation guidelines within Mason's landscaping standards.

Accountable parties, offices or departments for the Grounds plan(s):

Mason's Land Development team, Grounds team, and Office of Sustainability

A brief description of the plan(s) to advance sustainability in Purchasing:

George Mason University is a public institution of higher education within the state of Virginia. Therefore, it follows the procurement procedures and processes outlined by the state legislature. Within Virginia's Executive Order 19 (2010) it outlines several areas including energy use, air and water use, waste reduction, and building construction. For more information,


The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Within Virginia's Executive Order 19 (2010), it states that state institutions need to follow the waste hierarchy to reduce, reuse, or recycle whenever possible. It also states that as much as possible, materials and supplies purchased by the state, including paper, should be made from recycled and or renewable materials, and be provided with a minimum of packaging. Durable products, rather than disposable, should be used whenever practical. If disposables must be used, they should be biodegradable
or recyclable. The use of remanufactured components should be maximized. If disposable plastics must be used, they should, when practicable, be recyclable plastics only. Paper and other office supplies should be reused and only when beyond viable reuse, recycled.

**Accountable parties, offices or departments for the Purchasing plan(s):**

George Mason University Fiscal Services

**A brief description of the plan(s) to advance sustainability in Transportation:**

In 2010, George Mason University released its publically available Climate Action Plan as part of the American College and University Presidents’ Climate Commitment. Since the transportation sector is a major contributor to Mason's emissions profile, it is an area of focus for Mason. In addition, in 2011, Mason completed its transportation plan which outlined policies, programs, and projects to improve transportation facilities and services. More information can be found at

http://rs.acupcc.org/cap/84/

and

http://facilities.gmu.edu/CampusPlanning/Masterplans/upload/GMU_FxCampus_TransMgmtPlan_Final.pdf

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

Measurable objectives for transportation include percentage of Mason community commuting to Mason campuses in single-occupancy vehicles declines by 5% by 2014 and by 10% by 2020 from 2010 levels.

**Accountable parties, offices or departments for the Transportation plan(s):**

George Mason University's Parking and Transportation department

**A brief description of the plan(s) to advance sustainability in Waste:**

In 2010, George Mason University released its publically available Climate Action Plan as part of the American College and University Presidents' Climate Commitment. Recycling and waste management is incorporated within that document. In addition, Mason is a public institution of higher education within the state of Virginia. Therefore, it follows the procedures and processes outlined by the state legislature. Within Virginia's Executive Order 19 (2010) it outlines several areas including energy use, air and water use, waste reduction, and building construction. For more information, please refer to

http://rs.acupcc.org/cap/84/

and
The measurable objectives, strategies and timeframes included in the Waste plan(s):

Recycling Rate increased to 25% by 2014 is one objective included in the waste plans.

Accountable parties, offices or departments for the Waste plan(s):

George Mason University's Recycling and Waste Management department and Office of Sustainability

A brief description of the plan(s) to advance sustainability in Water:

In addition, in 2013, Mason included environmental goals and minimum standards into its Design Information Manual which provides guidance to all of its building design teams. In addition, Mason is currently working on a detailed stormwater management plan. More information can be found at


The measurable objectives, strategies and timeframes included in the Water plan(s):

Several objectives within the Design Information Manual related to water include:
--Mason appreciates the assistance of its Design Teams to evaluate and integrate innovative technologies to address the challenges of harvesting, storing, reclaiming, and reusing its water resources. Design Teams may need to collaborate with and address concerns of local governing authorities in certain locations and situations.
--Water use in new buildings and existing building renovations shall be 30% below the Energy Policy Act of 1992 standards. Therefore, all new construction and existing building renovations shall have water efficient fixtures and products installed, such as low-flow faucets, showerheads, toilets, and appliances.
--Where possible, Mason encourages aquifer replenishment by allowing water to filter slowly into the groundwater table. Where it is feasible, use open channel storm drainage and vegetated swales for stormwater conveyance instead of pipes.

Accountable parties, offices or departments for the Water plan(s):

George Mason University Land Development team, Grounds team, Energy department, and Office of Sustainability

A brief description of the plan(s) to advance Diversity and Affordability:

Within Mason's 2014-2024 Strategic Plan, Mason states that it will create an inclusive and diverse academic community that reflects the diversity in the National Capitol region as well as be a good return on investment for its students. More information is available at

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Some objectives in the Strategic Plan include:
--Diversity metrics by faculty ranks and staff groups will increase by 50 percent in underrepresented groups.
--Create new collaborations with Virginia community colleges and other institutions to facilitate affordable access.
--Adopt a tuition policy that supports a quality education while delivering best-in-class return on investment for students.
--Mason will establish partnerships and more financial aid and scholarships that provide affordable ways for students to complete a Mason education.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

George Mason University's Office of Compliance, Diversity, and Ethics along with the Office of Admissions

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Within Mason's 2014-2024 Strategic Plan, Mason states that it will become a model well-being university that allows all of its members to thrive. More information is available at


The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Some objectives related to that goal include:
--Bring compensation of faculty, staff, and graduate assistants to competitive levels.
--Establish a university-wide center for the advancement of well-being.
--Build curricular and co-curricular programs that help students achieve well-being outcomes.
--Provide our communities and alumni with access to well-being assessment and practices.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

George Mason University Human Resources department and Center for the Advancement of Well-Being.

A brief description of the plan(s) to advance sustainability in Investment:

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The measurable objectives, strategies and timeframes included in the Investment plan(s):

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Accountable parties, offices or departments for the Investment plan(s):

---

A brief description of the plan(s) to advance sustainability in other areas:

---

The measurable objectives, strategies and timeframes included in the other plan(s):

---

Accountable parties, offices or departments for the other plan(s):

---

The institution’s definition of sustainability:

The definition of sustainability follows the World Commission on the Environment and Development which is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Mason also refers to the triple bottom line of people, planet, and profit.

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:

Within Mason's value statement, the university states that “We are careful stewards. We manage the economic and natural resources entrusted to us responsibly and sustainably.” For more information, go to


The website URL where information about the institution’s sustainability planning is available:

http://green.gmu.edu/about/publiccommitments.cfm
Governance

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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
Margaret Lo
University Sustainability Director
Sustainability

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:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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?:

No

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>---</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

George Mason University does not have a centralized diversity and equity committee because coordination of diversity initiatives and programs, across campus, is decentralized. There are multiple groups, boards and committees located in various academic and nonacademic units that perform these functions.

The full-time equivalent of people employed in the diversity and equity office:

12

The website URL where information about the diversity and equity committee, office and/or officer is available:

---

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th>Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
<tr>
<td>Administrators</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

At George Mason University (Mason) the Office of Equity and Diversity Services Training Division offers two courses specifically on Cultural Competency and Awareness. The first course, Diversity and Cultural Awareness, introduces participants to ideas regarding diversity and its benefits. Participants explore ways to recognize differences that are not always apparent on the surface. The second course, Cultural Awareness to Cultural Competency, is an interactive and experiential training that explores skills that go beyond recognition of cultural differences. This training includes the best methods to adapt or address these differences through diverse group experiences. The scenarios used to teach these diversity concepts are tailored to faculty and staff issues.

The website URL where information about the cultural competence trainings is available:

http://equity.gmu.edu/education.html
Assessing Diversity and Equity

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

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

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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) :

Every three years, the Quality of Worklife Task Force (QWL) at George Mason University (Mason) administers a survey to all university employees about work life at Mason, including sources of stress and satisfaction on the job, as well as areas in the workplace that need improvement. The QWL surveys are developed and distributed in an effort to gather the broadest possible input from the members of the university community in order for Task Force recommendations to be consistent with university needs.

Has the institution assessed student diversity and educational equity?:

---
A brief description of the student diversity and educational equity assessment(s):
---

Has the institution assessed employee diversity and employment equity?:
---

A brief description of the employee diversity and employment equity assessment(s):
---

Has the institution assessed diversity and equity in terms of governance and public engagement?:
---

A brief description of the governance and public engagement assessment(s):
---

The website URL where information about the assessment(s) is available:
---
Support for Underrepresented Groups

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

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:
Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:
Yes

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

The Office of Diversity Programs and Services (ODPS) at George Mason University (Mason) supports Mason’s diverse student and faculty population. Throughout the year, ODPS sponsors a variety of programs for students and faculty, including lectures, concerts, awards, and seminars. The office works specifically with African Heritage, Hispanic/Latino, Asian/Pacific American, American Indian, and Lesbian, Gay, Bisexual, Transgender, and Questioning populations.

ODPS advocates for students rights by coordinating the following services:
- Academic Appeals
- Bias Incidents Reports
- Classroom Climate
- Collaborate with other university offices to ensure equal treatment of underrepresented groups
-Community Building
-Grade Disputes

They coordinate training opportunities which include Diversity Workshops and Seminars, Mentoring Program Development, Safe Zone Program for Lesbian, Gay, Bisexual, Transgender, and Questioning Resources (LGBTQ) allies and manage the Student Transition and Empowerment Program (STEP). Another program is Brother to Brother, Sister to Sister that engages students about relationships across gender lines. They also organize several national cultural celebrations, such as, the American Indian and Alaskan Native Heritage Month, Asian Pacific American Heritage Month, Black History Month, Middle Eastern & South Asian Cultural & Religious Events, Hispanic Heritage Month, MLK Celebration, and PRIDE Week.

As part of George Mason University’s continuing commitment to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities, the university maintains the Office of Disability Services. Under the administration of University Life, the center implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. The Office of Disability Services (ODS) is available to serve all students with disabilities, including those with cognitive (e.g., learning, psychological, and closed head injury), sensory, mobility, and other physical impairments. Exam accommodations provide students with disabilities an equal opportunity as their inclusive peers to reflect the knowledge they have gained during a particular subject’s course of study. All students who have a need for materials in an alternative format, if they qualify, may request this service through the ODS. ODS also provides Sign Language interpreting/transliterator services for eligible students who are deaf or hard-of-hearing. These services are also available for faculty, staff and campus events.

The Office of International Programs and Services (OIPS) has been host and home to thousands of students, researchers, and faculty members from around the world. The OIPS assists students with international regulatory and visa matters; academic advising services and social and cultural programming. The OIPS is a "one-stop shop" for all new incoming international students. They can check-in with OIPS and receive all the necessary information they need upon arrival at George Mason University, including class schedule and catalogs, campus telephone directories, housing, transportation, on-campus jobs, immunization, health and insurance information, counseling services, career services, English Language Institute free language workshops, etc. Students can also sign up for OIPS trips and find out more about international student programs for the academic year.

The website URL where more information about the support programs for underrepresented groups is available:

---

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?:

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A brief description of the institution’s discrimination response policy, program and/or team:

---

The website URL where more information about the institution’s discrimination response policy, program and/or team is available:

---

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

---
No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?: ---
Support for Future Faculty Diversity

Responsible Party

Margaret Lo
University Sustainability Director
Sustainability

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.

Submission Note:

Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

"---" 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:

George Mason (Mason) University is a partner institution in the Preparing Future Faculty (or PFF) Doctoral Internship Program. The PFF experience allows doctoral students to complete their professional academic training through workshops, seminars, and colloquia. The PFF program seeks to improve the quality of preparedness of graduate students, particularly minority graduate students, for academic careers. It was organized initially by the Council of Graduate Schools and the Association of American Colleges and Universities, with funding from the Pew Charitable Trusts. The program presents an integrated view of the roles of a professional academic through such activities as the following:

- Workshops on development of professional credentials, seeking employment, and long range career plans
- Seminars on designing courses, teaching techniques, and solving instructional problems
- Case studies of ethical issues in academic life
- Hands-on instruction in the uses of new technology for teaching and research
- Presentations on the governance and functions of academic departments and institutions
- Campus visits to different types of institutions (liberal arts colleges, comprehensive universities, community colleges, etc.)
In 2009, the Mason Provost's Office and the Office of Equity and Diversity Services (OEDS) co-sponsored a site visit with Howard University as part of our PFF partnership. Nineteen doctoral candidates attended the day-long seminar that included workshops on grant writing and teaching portfolios. The students also attended a luncheon where they were able to connect with Mason faculty, as well as President Merten, Provost Stearns, and the Association of Black Faculty, Administrators, and Staff.

In 2010, several members of Mason OEDS' staff participated in a PFF recruiting event held at Howard University in Washington, DC. The purpose of the event was to inform several Ph.D candidates of color about teaching and research opportunities at Mason that were being offered through the PFF program.

The website URL where more information about the faculty diversity program(s) is available:
Affordability and Access

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:

Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes
A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The Early Identified Program (EIP) is an innovative, multi-year college preparatory program for high school students. Program activities are free and are held on the Fairfax and Prince William Campuses of George Mason University (Mason). Admission to Mason is guaranteed to those who successfully complete both the EIP program and an academic program in high school.

Each year Mason and EIP offer participants the opportunity to apply and interview for four-year, full-tuition scholarships and other smaller awards. Currently to be considered for a scholarship, an EIP student must be receiving a high school diploma with a cumulative GPA of at least 3.2 and apply for Federal Financial Aid. A student’s participation in EIP and academic performance will dictate their ability to apply for any of the scholarships offered through the scholarship process. Once students are identified as being eligible for the scholarship, they will submit an application and be interviewed by a committee comprised of individuals from Mason and other EIP stakeholders.

The four-year, full-tuition scholarship covers the cost of in-state tuition only, and does not cover room and board, meals, books, or lab or other fees. The EIP actively pursues support for other scholarships from private sponsors and donors, but cannot guarantee the number of scholarships offered in a given year.

Mason also has a financial aid workshop in the winter to help seniors in the process of applying for aid via the FAFSA.

A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

George Mason University does not sponsor such programs.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Early Identified Program (EIP) is an innovative, multi-year college preparatory program for high school students. Program activities are free and are held on the Fairfax and Prince William Campuses of George Mason University. Admission to George Mason University is guaranteed to those who successfully complete both the EIP program and an academic program in high school. Financial aid is available to program participants who apply to George Mason University and show need.

A brief description of the institution's scholarships for low-income students:

The Association for Legal Professionals Scholarship (VALS) - Scholarship will be awarded to a student based on need, ambition and merit for the purpose of furthering his/her education in the legal field.

The Bailey Family Foundation-College Scholarship Program - Applicants for the Bailey Family Foundation College Program Scholarship must possess a minimum cumulative GPA of 2.5 or higher and be registered at a participating college or university. Applicants must demonstrate financial need and be U.S. citizens pursuing their undergraduate degree.

Infinite Acts of Kindness (IAK) Scholarship – Infinite Acts of Kindness (IAK) is a nonprofit organization that enhances the personal and professional development of low income single mothers. Applicant must be a single mother currently residing in the United States; a single mother who has earned a high school diploma or GED; enrolled or planning to enroll in a full- or part-time undergraduate course of study at an accredited two- or four-year college, university or vocational-technical school; enrolled and attending the full 2011-2012 academic year; and in good standing.
A brief description of any programs to guide parents of low-income students through the higher education experience:

George Mason University does not offer programs specifically for parents of low-income students.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Mason College Dream Tour Day: The program targets disadvantaged youth who would otherwise not likely be considering going to college and exposes them to college life. The program targets youth between age 11 and 15, who still have the opportunity to improve their grades and get ready for college.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

N/A

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

N/A

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

N/A

Does the institution have policies and programs in place to support non-traditional students?:

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A brief description of any scholarships provided specifically for part-time students:

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A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

---

A brief description of other policies and programs to support non-traditional students:
Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th></th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

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://diversity.gmu.edu/students.php
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Janet Walker
Work/Life Communications Coordinator
Human Resources & Payroll

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees:  
---

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:  
---

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:  
---

Number of employees of contractors working on campus:  
---

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:  
---

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:  
---

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:  
---

Number of staff and faculty that receive sustainable compensation:  
---

Number of employees of contractors that receive sustainable compensation:  
---

A brief description of the standard(s) against which compensation was assessed:  
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular,
full-time employees:

---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

---

The local legal minimum hourly wage for regular employees:

---

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

---
Assessing Employee Satisfaction

Responsible Party
Janet Walker
Work/Life Communications Coordinator
Human Resources & Payroll

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:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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:

---

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

Since 2000, Mason has had a triennial Quality of Work Life survey. The first two surveys (2000 and 2003) were conducted with a sample of Mason employees, however beginning in 2006, all university employees were invited to participate in the survey. The survey is comprehensive, touching on a number of work/life issues including salary, benefits, work unit relationships, fairness and autonomy/growth. The findings are compiled by a distinguished faculty member in our Psychology Department. Input from faculty and staff through the Quality of Work Life survey has been responsible for the creation of our Telework/Flextime policy (2002), renamed Flexible Work in 2008, the Mason shuttle between the Fairfax and Prince William campuses, and much more. In late 2010, the Quality of Work Life Task Force assessed the survey and felt that it was getting a little long. A number of questions had been added over the 10 year span of the survey. To streamline it, the Task Force decided to maintain a core 15-20 question survey and continue to administer it every 3 years. In between survey periods, the Task Force plans to administer short, timely surveys on topics of interest to faculty and staff. The
Task Force administered a “Flex Census” in February of 2011 asking for faculty and staff input on flexible work options and alternate transportations options at Mason. Over 1000 people took the survey.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

---

The year the employee satisfaction and engagement evaluation was last administered:

2,009

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:

http://qwl.gmu.edu/
Wellness Program

Responsible Party

Janet Walker
Work/Life Communications Coordinator
Human Resources & Payroll

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

Submission Note:

Data was originally submitted for Mason's STARS v. 1 report on August 9, 2011.

"---" 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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>---</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

George Mason University (Mason) has a range of employee wellness services including counseling, referral, and well-being services. Mason's health benefits (a choice of a PPO, HMO, and HDHP) includes an Employee Assistance Program (EAP) that provides up to 4 free visits per instance on a range of issues including:

-- marital and family problems
-- child or adult care issues
-- alcohol and/or drug abuse
--balancing work and family
--depression and anxiety
--work-related concerns
--financial or legal problems
--career transition issues
--personal growth and development

The EAP also has an extensive library of resources available on nearly 200 different personal and professional topics – everything from “acute stress disorder” to “working with others”. Non-benefits eligible employees can call Mason's Employee Relations office for referral to services within the community.

The health insurance plans also covers wellness at 100% including, but not limited to, a routine annual check up, routine immunizations, two routine dental check ups, pap test, mammography, prostate exam, and colonoscopy.

Additionally, as a public university in Virginia, Mason’s employees have access to CommonHealth, the wellness benefit for state employees. CommonHealth includes:

--Preparing for Parenthood (Prenatal program)
--Quit for Life (Smoking Cessation)
--WeightWatchers (50% reimbursement for eligible employees)
--Area fitness center discounts
--Quarterly programming that can be brought into individual departments upon request on topics such as “Home Safe Home”, “Take a Break” (stress reduction), “Outdoor Adventures” and “Every Calorie Counts.”

Beginning in 2008, Mason created an interdepartmental effort to highlight wellness at the university. Currently over 20 departments participate in “Wellness by Mason” encouraging the Mason community to address three pillars of wellness: exercise, general wellness and preventive screenings. Partners within Wellness by Mason offer a range of services and events including:

--Free (through our health insurance plans) or very low cost ($5 from Student Health Services) flu shots on campus
--Resolution Solution (a friendly exercise competition)
--Happy Heart Walk
--Victim’s Annual 5K Run/Walk
--Mason Walk In’ (an indoor walking program)
--Walking Wednesdays and Take a Walk Tuesdays
--Life Planning Seminars

The website URL where information about the institution's wellness program(s) is available:

http://hr.gmu.edu/benefits/health/value.php
Workplace Health and Safety

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.

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

<table>
<thead>
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<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

---

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

---

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

---

Examples of CIR actions during the previous three years:

---

The website URL where information about the CIR is available:

---
Sustainable Investment

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

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

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

Does the institution make a snapshot of its investment holdings available to the public?:
---

The percentage of the total investment pool included in the snapshot of investment holdings:
---

A copy of the investment holdings snapshot:
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The website URL where the holdings snapshot is publicly available:
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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.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Innovation 1</td>
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<tr>
<td>Innovation 3</td>
<td></td>
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<tr>
<td>Innovation 4</td>
<td></td>
</tr>
</tbody>
</table>
Innovation 1

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:
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Title or keywords related to the innovative policy, practice, program, or outcome:
---

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

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:
---

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

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<td>Grounds</td>
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<td>Topic</td>
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<td>Waste</td>
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<td>Water</td>
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<tr>
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</tr>
<tr>
<td>Investment</td>
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</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
---

The website URL where information about the innovation is available:
---
Innovation 2

Responsible Party

Margaret Lo
University Sustainability Director
Sustainability

Criteria

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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.

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6. The innovative practice or program should originate from an area within the defined institutional boundary.

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Title or keywords related to the innovative policy, practice, program, or outcome:
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A brief description of the innovative policy, practice, program, or outcome:
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A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
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A letter of affirmation from an individual with relevant expertise:
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Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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</table>

Other topic(s) that the innovation relates to that are not listed above:
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The website URL where information about the innovation is available:
---
Innovation 3

Responsible Party
Margaret Lo
University Sustainability Director
Sustainability

Criteria

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<td>Investment</td>
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</table>

Other topic(s) that the innovation relates to that are not listed above:
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The website URL where information about the innovation is available:
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Innovation 4

Responsible Party

Margaret Lo
University Sustainability Director
Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:
Data was originally submitted for Mason’s STARS v. 1 report on August 9, 2011.

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

Title or keywords related to the innovative policy, practice, program, or outcome:
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A brief description of the innovative policy, practice, program, or outcome:
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A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
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A letter of affirmation from an individual with relevant expertise:
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Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

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<thead>
<tr>
<th>STARS Subcategory</th>
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