George Washington University

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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.
Co-Curricular Education

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

Credit

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

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

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

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

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

Submission Note:

This database requires that the number of students involved in peer-to-peer outreach and education must not exceed the number of students enrolled at GW. Planet Forward is a GW-led effort that engages students across many colleges and universities in sustainability dialogues both here and abroad.

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

Total number of degree-seeking students enrolled at the institution:
21,132

Program name (1st program):
Eco-Rep Program

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
6,346

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
The most active and ongoing engagement program the university sponsors is the Eco-Rep program, who help with events such as Earth Hour, Recyclemania, Eco-Challenge and Earth Month throughout the year, just to name a few. Eco-Reps are a part of the student-run Campaign GW, an ongoing forum for students to directly share their ideas with the administration and participate in the decision-making process on future GW campus development issues, including sustainability.

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

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

Eco-Reps, a part of CampaignGW (which exists for students to have a say in campus development), regularly table at events and host trainings to help inform their peers about the importance of sustainability and updates regarding the university’s sustainable advances. They provide sustainability updates through a newsletter, which is distributed to a listserv of more than 10,000 members of the GW community (primarily current students).

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

Student peer educators volunteer to serve as Eco-Reps.

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

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

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

The Eco-Rep program is coordinated by two full-time staff members who help to recruit students, facilitate their activities and provide education and training. Financial support is provided for use in outreach events and trainings.

**The website URL for 1st Program:**

http://sustainability.gwu.edu/student-eco-reps

**Program name (2nd program):**

Planet Forward

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

20,000

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

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

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

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

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

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

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

Planet Forward was created and is led by Frank Sesno, Director of the School of Media and Public Affairs and former DC Bureau Chief for CNN. Planet Forward has one additional fulltime staff member, and 3 graduate research assistants.

The website URL for 2nd program:

http://www.planetforward.org/

Program name (3rd program):

Sustainable Student Leaders

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

300

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

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

A brief description of how the student educators are selected (3rd program):
Sustainable Student Leaders are selected based on the role they play in their green organization. Those who are on the executive board or play a very active part in their organization are encouraged to be a part of the program. The Office of Sustainability reaches out to new sustainable student organizations to encourage their participation in the group.

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

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

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

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

The website URL for 3rd program:

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Program name (All other programs):
Sustainability Internship Program

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):
20

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

Internships are a great way for students to gain exposure to sustainability on campus and to build their resume experience in the field. The Office of Sustainability has had interns working in the office since it opened in 2009, bringing in about 20 students who have worked in a variety of capacities:

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

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

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

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

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

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

The website URL for all other programs:

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Student Sustainability Outreach Campaign

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

Submission Note:

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

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

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

The name of the campaign(s):
GW Eco-Challenge

A brief description of the campaign(s):
Now through its sixth year, the GW Eco-Challenge is an electricity and water conservation challenge between residence halls. The contest serves as an educational resource for students through peer-to-peer engagement. GW Eco-Reps are the driving force behind Eco-Challenge, hosting small and large events in their residence halls and across campus designed to educate their peers about water and electricity reduction. Previous Eco-Challenge events have included: informational pizza parties, tabling, vampire device demonstrations, and lights out events.

GW’s Eco-Challenge benefit not only helps lower the carbon and water footprint of the university but the lessons learned through the program help to instill an ethic of conservation in students.

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

Since the first contest in 2008, GW students have helped to conserve 1,992,405 kwh of electricity and 5.6 million gallons of water.

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

http://sustainability.gwu.edu/eco-challenge
Sustainability in New Student Orientation

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

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

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

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

During Welcome Week (the week prior to the start of classes) similar engagement activities are conducted. During Welcome Week students are encouraged to sign-up to serve as Eco-Reps and learn about the fall Eco-Challenge competition. There are also opportunities to register for green-themed student groups, volunteer in the garden and take green campus tours.
The website URL where information about sustainability in new student orientation is available:

http://ci.gwu.edu/sustainability
Sustainability Outreach and Publications

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Does the institution have a sustainability newsletter?:

Yes

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

During the school year, the Office of Sustainability sends out a regular newsletter called Eco-Beat, which features campus updates, profiles students, faculty and staff dedicated to sustainability and highlights upcoming events and internships. The Eco-Beat's distribution list is roughly 2500 people, and consists of members of the GW community and external partners.

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

http://sustainability.gwu.edu/join-gw-sustainability-listserv

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

Yes

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

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

Law Journal

Research Day

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

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

Yes

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

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

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

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

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

Yes

**A brief description of food service area signage and/or brochures that include information about sustainable food systems:**
Information is provided in the central dining facility (J Street) about the local sourcing of products. There is also on-site promotion of Meatless Mondays at J Street throughout the academic year.

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

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://sustainability.gwu.edu/food-dining

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

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

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

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

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

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

GW is currently in the process of creating a map of sustainable features of campus, which will be rolled out for orientation in summer 2013. The features will include Green Roofs, Solar Thermal displays, bikeshare stations on campus, and much more. The map will be posted on the Office of Sustainability's website, and will be showcased through many channels on campus.

The website URL of the sustainability walking map or tour:
Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

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

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://transportation.gwu.edu/sites/transportation.gwu.edu/files/downloads/General%20Transportation%20Fact%20Sheet_1.pdf

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

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

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

The Office of Sustainability is currently in conversations with GW Housing on how to better incorporate sustainability signage and messaging to GW students as part of their residential experience.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://living.gwu.edu/green-living

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

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
The GW Hatchet regularly covers sustainability news on campus in its bi-weekly publications. The Office of Sustainability meets with the sustainability beat reporter once a month to discuss upcoming stories and news, which results in regular stories and blog posts in the student newspaper.
The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
http://sustainability.gwu.edu/news-archive

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

A brief description of this material:
GW publishes annual fact sheets that provide a comprehensive overview of activities and initiatives on campus pertaining to sustainability.

The website URL for this material:
http://sustainability.gwu.edu/resources

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

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

The website URL for this material:
http://issuu.com/sustainablegw/docs/sust_brochure_final

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

A brief description of this material:
The university's internal news magazine, GWToday, profiles sustainability progress frequently. A sampling of past stories can be found in the link below.

The website URL for this material:
http://sustainability.gwu.edu/news-archive

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
No
Planet Forward is where experts and engaged citizens come together to find solutions to our shared challenges, specifically in the areas of energy, climate and sustainability. Planet Forward creates a dynamic public square, curating the best ideas and innovations from scientists, business leaders, advocates, students and government leaders. Based at the Center for Innovative Media at the George Washington University, Planet Forward engages with students and faculty from our University as well as others across the country and the world. Planet Forward collaborates with a diverse group of organizations in order to bring the public the best ideas in the world.

GW highlighted its commitment to sustainability by hosting GW Moving the Planet Forward: Turning Innovation into Action – a stirring series of events that address the many dimensions of the threats and opportunities confronting a changing planet. The event featured world-renowned scholars and researchers, thought leaders, policymakers, and industry frontrunners to discuss green jobs, business and innovation, sustainable cities and the intersection of science and communication.

http://www.planetforward.org/

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


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

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

A brief description of this material:

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

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution have an active student group focused on sustainability?:

Yes

The name and a brief description of each student group:

• Green GW - The mission is to unite the student body, administration, and faculty alike to create a more environmentally friendly and green campus while simultaneously increasing awareness of environmental issues. In addition to various events on and off campus to raise awareness of sustainability issues, each year Green GW runs a Light Bulb Trade-In where they hand out free compact fluorescent light bulbs in exchange for incandescent light bulbs. This event helps reduce GW’s footprint and the footprint of its staff. They also perform innovative student engagement activities, such as an annual "Trashion Show", where students compete to create clothing out of trash and recyclable materials. See 

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

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

http://studentorgs.gwu.edu/netimpact/

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

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

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

• Food Justice Alliance – The Food Justice Alliance is a GW student organization founded the spring semester of 2009 to restore the environment, promote community, build relationships, and pursue justice through food. The FJA partnered with the Office of Sustainability to launch the first on-campus community garden in fall 2009.
• GW Energy Group – The GW Energy Group strives to enhance the networking and educational opportunities for students and the GW community interested in investment, development and regulation of the energy and sustainable development industries. With a focus on the Renewable Energy, Cleantech and Green Building markets, the group meets regularly to develop skills, share experiences, contacts, and coordinate speakers/events. See http://studentorgs.gwu.edu/merlin-cgi/p/so_printRegisteredOrgDetail/d/2469

• GW Year of Service – In 2010, First Lady Michelle Obama issued a challenge to the GW community to complete at least 100,000 hours of community service. GW students volunteered 163,980 hours. The projects addressed the environmental, social, and economic aspects of sustainability. The tradition of service carries on, with students engaging in community service year-round.

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

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

- GreenGW hosted a "Trashion Show" during Earth Week 2012, 2013, and 2014 to raise awareness about material waste and recycling. This fashion show featured designs made out of trash and recycled materials.

- The Food Justice Alliance planted a garden on campus and has received numerous accolades for their efforts. They were the recipients of a 2011 Nature’s Path Contest and won $20,000 towards garden enhancement and expansion. The Real Food Challenge Student Working Group is a committee within FJA that in 2013-2014 assessed the university's percentage of sustainable food purchased through campus dining, which led to GW signing the Real Food Challenge Campus Commitment.

- The Environmental Law Association participated in the ABA's Million Trees Campaign and planted trees on GW's campus in spring 2012

- GW Net Impact and the GW Energy Club host an annual symposium called the Business Response to Climate Change. The event brings together policymakers, business leaders and academics to discuss solutions to a changing planet.

In addition, in spring 2012 GW hosted the Clinton Global Initiative University and numerous students' commitments were featured during the conference. Teams offered solutions to increasing recycling at DC events, education programs to reduce bottled water usage, a plan to build biomass facilities in Africa, and an innovative bamboo bicycle for the developing world.

Additionally, through the Knapp Fellowship for Entrepreneurial Service-Learning, student projects receive funding to develop their social-impact ideas. Past winners include students proposing a food co-op for Foggy Bottom, and a plan to increase recycling at DC events.

List other student groups that address sustainability:

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

http://sustainability.gwu.edu/student-groups
**Organic Garden**

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**Responsible Party**

Shannon Ross  
Stakeholder Engagement Coordinator  
Office of Sustainability

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

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

Yes

**A brief description of the garden:**

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

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

Starting in Fall 2013, the GroW Garden is collaborating monthly with the neighborhood Farmers' Market to promote the garden and the benefits of urban gardening at the market.

In addition, through our partnership with the DC non-profit Casey Trees, native trees will be planted in the space replacing a non-native, invasive species that had previously grown there. The garden is organic and the student gardeners consistently seek out local vendors who can provide them with pesticide-free soil, mulch and compost.

The Office of Sustainability funds a garden manager student intern position to maintain the space and coordinate student and community involvement with the garden.

**The website URL where information about the garden is available:**

http://sustainability.gwu.edu/food-dining
Model Room in a Residence Hall

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

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

Yes

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

In the 2011-2012 and 2012-2013 academic years, students interested in sustainability applied to create an affinity housing group in Building JJ on GW's Foggy Bottom campus. These students lived and cooked together, and enjoyed a residential learning community around sustainability. The Office of Sustainability is pursuing additional opportunities for theme housing in a residence hall currently under renovation.

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

---

The total number of residents in themed housing:

30
Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
Yes

A brief description of the enterprise:

GW provides institutional support for student-run sustainable enterprises through a formal and in-depth program. GW's social/environmental enterprise lab, GWupstart, has full-time staff support and $40,000 available each year to students who initiate or expand their own environmental or social enterprises. Students gain relevant business skills through workshops, experienced mentors, pitching practice sessions, and competitive funding opportunities. GW is excited about its long-term pledge to support student social entrepreneurs as part of its Clinton Global Initiative Commitment to Action.

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

http://go.gwu.edu/upstart
Sustainability Events

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

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

A brief description of the event(s):

Yes, GW hosts many events throughout the year related to sustainability. GW's location in Washington, DC, gives the university ample access to key decision makers and policymakers, and GW views itself as a vital convener on sustainability issues in the district. GW has recently hosted events including:

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

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

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

- Clinton Global Initiative University (CGIU): GW hosted CGIU in 2012, which brought together hundreds of students from around the world to present their ideas for creating a healthier planet. There were over a dozen ideas presented from GW students on issues of sustainability that included a program designed to reduce bottled water consumption, a waste-reduction initiative for the DC area and initiatives designed to reduce waste pollution in Kenya.

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

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

This is just a sample of recent GW sustainability events. GW is committed to holding outreach events and convening thought leaders on sustainability.

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

http://sustainability.gwu.edu/events-archive
Outdoors Program

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

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

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

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

The website URL where information about the program is available:
http://gwired.gwu.edu/sac/StudentInvolvement/gwtrails
Themed Semester or Year

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

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

Yes

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

GW is featuring a sustainability first-year experience in 2014. All incoming freshmen are reading Will Allen's book, "The Good Food Revolution: Growing Healthy Food, People, and Communities". As part of this program, students are reading the book and writing response papers about the topics. During the fall semester professors are integrating the themes of the book, including sustainable food, the environmental aspects of agricultural production, and healthy food access.

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

The Good Food Revolution: Growing Healthy Food, People, and Communities

The website URL where information about the theme is available:

---
Curriculum

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

Credit

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<td>Sustainability Courses by Department</td>
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<td>Sustainability Learning Outcomes</td>
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<td>Sustainability Literacy Assessment</td>
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<tr>
<td>Incentives for Developing Sustainability Courses</td>
</tr>
</tbody>
</table>
Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

Submission Note:

(1) This inventory includes all "Green Leaf" courses as well as other courses that meet the criteria for sustainability curriculum.
(2) At this time, GW's Green Leaf Course criteria do not distinguish between sustainability-focused and sustainability-related courses.
(3) The Green Leaf Course list is subject to change from semester to semester. For the most updated list, please download the Compendium of Green Leaf Courses from our website at https://sustainability.gwu.edu/green-course-list.
Has the institution developed a definition of sustainability in the curriculum?:
Yes

A copy of the institution's definition of sustainability in the curriculum?:
The most commonly used definition of sustainability is “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” Established by Brundtland Commission in 1987 in the seminal report, “Our Common Future: The Report of the World Commission on Environment and Development,” this conceptualization of sustainability serves as the foundation for GW’s vision.

At GW we envision a future with resource systems that are healthy and thriving for all. GW defines sustainability as a balance of social equity, economic prosperity and ecological integrity across the globe and across generations.

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

A brief description of the methodology the institution followed to complete the inventory:
To support its sustainability vision, GW added a Green Leaf designation to courses that focus on or incorporate issues of sustainability in their syllabi. The Green Leaf identification is particularly important for undergraduate students pursuing a minor in Sustainability, as all such courses are pre-approved as meeting the requirements of the minor, which also includes certain distribution requirements. To obtain a "green leaf" designation, the course must address issues around social, economic, and/or environmental sustainability and include at least three of the following criteria:

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

If the course is found to meet the criteria and the faculty member gives his/her consent, it is designated as a "Green Leaf Course."

This inventory includes courses beyond those currently Green-leafed. The Green Leaf designation was originally intended for undergraduates. But by popular demand, we have begun to identify sustainability graduate courses with a Green Leaf. This inventory was developed by the Director of the Sustainability Academic Program, the Executive Director of Sustainability, with review and input by faculty members of the GW faculty Committee on Sustainability and university leadership.

Does the institution make its sustainability course inventory publicly available online?:
"---" indicates that no data was submitted for this field
Yes

The website URL where the sustainability course inventory is posted:
https://sustainability.gwu.edu/green-course-list
Criteria

Institution offers sustainability-focused academic courses.

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

Submission Note:

(1) The Green Leaf Course list is subject to change from semester to semester. For the most updated list, please download the Compendium of Green Leaf Courses from our website at https://sustainability.gwu.edu/green-course-list.

(2) As noted earlier, this inventory is more extensive than the Green Leaf Course list, which was developed primarily as a tool for undergraduates interested in the Sustainability Minor.

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

The number of sustainability-focused courses offered:

94

The total number of courses offered:

4,165

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

Columbian College of Arts and Sciences
Course Number Course Name
AMST 1000 Food Politics
AMST 3950.13 Reading the Environment: Popular Culture and the Politics of Sustainability
ANTH 3991 Topics: Anthropology and Environmentalism
ANTH 6302 Resources, Consumption and the Environment
BISC 2459 Ecology, Economy and Sustainability
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>CHEM 2085</td>
<td>Environmental Chemistry</td>
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<tr>
<td>ECON 2195</td>
<td>Topics in the Economics of Sustainability</td>
</tr>
<tr>
<td>ECON 2195</td>
<td>Energy Economics</td>
</tr>
<tr>
<td>ECON 5811/5812</td>
<td>Economics of Sustainability and Environment</td>
</tr>
<tr>
<td>ECON 6250</td>
<td>Survey of Economic Development</td>
</tr>
<tr>
<td>ECON 8351</td>
<td>Development Economics I</td>
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<tr>
<td>ECON 8357</td>
<td>Regional Economics</td>
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<tr>
<td>ECON 8485</td>
<td>Urban Economics</td>
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<tr>
<td>ENRP 6145</td>
<td>Environmental Justice and Policy</td>
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<tr>
<td>ENRP 6295</td>
<td>Research Topics in Environmental Research Policy</td>
</tr>
<tr>
<td>GEOG 3143</td>
<td>Urban Sustainability</td>
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<tr>
<td>GEOG 3198</td>
<td>Environmental Law</td>
</tr>
<tr>
<td>GEOG 6244</td>
<td>Urban Sustainability</td>
</tr>
<tr>
<td>GEOL 1005</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>GEOL 3131</td>
<td>Global Climate Change</td>
</tr>
<tr>
<td>HIST 3001</td>
<td>Environmental History</td>
</tr>
<tr>
<td>HONR 2175</td>
<td>Anthropology and Environmentalism</td>
</tr>
<tr>
<td>HONR 5701</td>
<td>The World on a Plate</td>
</tr>
<tr>
<td>IAD 3405</td>
<td>Sustainability/LEED: Architecture and Design</td>
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<tr>
<td>IAD 6405</td>
<td>Sustainability/LEED: Architecture and Design</td>
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<tr>
<td>PHIL 2281</td>
<td>Philosophy of the Environment</td>
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<tr>
<td>PSC 2224</td>
<td>Domestic Energy Policy</td>
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<tr>
<td>PPPA 2701</td>
<td>Sustainability and Environmental Policy</td>
</tr>
<tr>
<td>SMPA 3193</td>
<td>Sustainability Reporting</td>
</tr>
<tr>
<td>SPAN 3022</td>
<td>Topics for Advanced Oral Proficiency: Environmental and social sustainability in Latin America</td>
</tr>
<tr>
<td>UW 1020</td>
<td>University Writing Topics: American Environmental Advocacy</td>
</tr>
</tbody>
</table>

Elliott School of International Affairs
Course Number Course Name
IAFF 3183 Challenges of Globalization for Sustainable Development
IAFF 6138 Climate Change and Sustainable Development
IAFF 6151 Environmental Policy
IAFF 6186 Environmental Security
IAFF 6186 Energy Security

Milken Institute School of Public Health
Course Number Course Name
PubH 3150 Sustainable Energy and Environmental Health
PubH 6004 Environmental and Occupational Health in a Sustainable World
PubH 6130 Sustainable Energy and Environment
PubH 6133 Social Dimensions of Climate Change and Health
PubH 6612 Food and Water Systems in Public Health

School of Business
Course Number Course Name
FINA 6290 Walkable Urban Development, Strategy and Place Management
TSTD 6249 Sustainable Destination Management
SMPP 6210 Strategic Environmental Management
SMPP 6211 Corporate Environmental Management in Developing Countries
SMPP 6271 Corporate Environmental Management and Policy
SMPP 6290 Strategy for Sustainable Enterprise
SMPP 6290 Sustainability Management and Policy
SMPP 6290 Clean Tech and Competitive Energy Markets
SMPP 6290 Sustainability and Responsible Investment in Today's Market
SMPP 6290 Strategic Environmental Management Systems
SMPP 8391 Sustainability Management and Policy

School of Engineering and Applied Science
Course Number Course Name
CE 1020 Introduction to a Sustainable World
CE 2510 Environmental Sustainability
CE 3730 Sustainable Urban Planning Dynamics
CE 4530 Environmental Engineering II: Water Supply and Pollution Control
CE 6503 Principles of Environmental Engineering
CE 6505 Environmental Impact Assessment
EMSE 6200 Policy Factors in Environmental and Energy Management
EMSE 6220 Environmental Management
EMSE 6225 Air Quality Management
EMSE 6235 Water Quality Management
EMSE 6245 Analytical Tools in Environmental Management
MAE 6262 Energy Systems Analysis

School of Law
Course Number Course Name
LAW 6435 Trade and Sustainable Development
LAW 6457 Sustainable Regional Growth Seminar

College of Professional Studies
Course Number Course Name
PSLD 6260 Introduction to Sustainable Design
PSLD 6261 Ecology of the Build Environment
PSLD 6262 Tools for Sustainable Design
PSLD 6264 Native Plants I
PSLD 6265 Native Plants II
PSLD 6266 Ecological Restoration
PSLD 6268 Sustainable Design Methods
PSLD 6269 Sustenance and the Landscape
PSLD 6270 Sustainable Design Charrette
PSUS 6201 Principles of Sustainable Urban Planning
PSUS 6202 Economics of Sustainable Communities
PSUS 6204 Land Use: Law, Design and Public-Private Partnerships
PSUS 6210 Sustainable Transportation Systems
PSUS 6211 Sustainable Urban/Regional Land Use
PSUS 6212 Sustainable Communities
PSUS 6221 Planning Resilient and Low Carbon Cities
PSUS 6221 GHG Accounting and Management
PSUS 6222 Climate Change Energy-Efficiency and Renewable Energy Strategies and Operations in the Building Sector
PSUS 6223 Climate Change Energy-Efficiency and Renewable Energy Strategies and Operations in the Transportation Sector
PSUS 6230 Studio: Sustainable Community Design
PSUS 6231 Practicum in Sustainable Technology Management and Policy
PSUS 6233 Capstone

Office of the Provost - These are considered "Pan-University" courses

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>SUST 1001</td>
<td>Introduction to Sustainability</td>
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<tr>
<td>SUST 3096</td>
<td>Directed Research in Sustainability</td>
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<tr>
<td>SUST 3097</td>
<td>Internship in Sustainability</td>
</tr>
<tr>
<td>SUST 3098</td>
<td>Community Service in Sustainability</td>
</tr>
</tbody>
</table>

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

https://sustainability.gwu.edu/green-course-list

A copy of the sustainability course inventory:

GW Sustainability Courses.xlsx
Sustainability-Related Courses

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

Institution offers sustainability-related academic courses.

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

Submission Note:

(1) The Green Leaf Course list is subject to change from semester to semester. For the most updated list, please download the Compendium of Green Leaf Courses from our website at https://sustainability.gwu.edu/green-course-list.

(2) As previously noted, this inventory is more extensive than the Green Leaf Course list, which was developed primarily as a tool to identify allowable credits for the Sustainability minor.

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

The number of sustainability-related courses offered:

248

The total number of courses offered:

4,165

Number of years covered by the data:

One

A list of sustainability-related courses offered:

Columbian College of Arts and Sciences
Course Number Course Name
AMST 6495.80 Historic Preservation: Principles and Methods
ANTH 3501 (151) Anthropology of Development
ANTH 3504 (154) Illness, Healing, and Culture
ANTH 3513 Human Rights and Ethics
ANTH 3803 Old World Prehistory: First Farmers to First Cities
ANTH 6702 Anthropology of the Environment in Latin America
ARTH 6235 Art Therapy: International Social and Cultural Diversity
BISC 0801 Do We Need Biotechnology
BISC 1005 The Biology of Nutrition and Health
BISC 1006 The Ecology and Evolution of Organisms
BISC 1111 Cells and Biology
BISC 1112 The Biology of Organisms
BISC 2305 Plant biology
BISC 2450 Organic Evolution
BISC 3325 Environmental Physiology
BISC 3460 Conservation Biology
BISC 3461 Plant-Animal Interactions
CHEM 1000 Pathway to a Renewable Chemistry Economy
CHEM 1003 Contemporary Science for Non-Science Majors
CHEM 3140 Geochemistry
ECON 2136 Natural Resources and Environmental Economics
ECON 6237 Economics of the Environment and Natural Resources
ENG 3730W Topics in Postcolonial Literature
ENRP 6101 Environmental Sciences I
ENRP 6102 Environmental Sciences II
ENRP 6140 Environmental Impact Statement Procedures and Environmental Law
ENRP 6298 Capstone Course
FA 2179 Slow Food Photography
GEOG 1003 Society and Environment
GEOG 2108 Weather and Climate
GEOG 2110 Climate and Human Ecology
GEOG 2127 Population Geography
GEOG 2128 Geomorphology
GEOG 2133 People, Land and Food
GEOG 2134 Energy Resources
GEOG 2136 Water Resources
GEOG 2137 Environmental Hazards
GEOG 2140 Cities and Society
GEOG 2141 Cities in the Developing World
GEOG 3132 Environmental Quality and Management
GEOG 3198 Arctic Systems
GEOG 3810 Building Cities
GEOG 6198 Arctic Systems
GEOG 6208 Land Use and Transportation Planning
GEOG 6219 Urban Climate
GEOG 6220 Climate Change
GEOG 6222 Resources and the Environment
GEOG 6230 Environmental Issues in Development
GEOG 6243 Urban Geography
GEOL 1001 Physical Geology
GEOL 2159 Geobotanical Ecology of Central Appalachians
GEOL 3138 Hydrogeology
GEOL 3191 Geology of Energy Resources
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<td>SOC 2169/W</td>
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<td>SOC 6249</td>
<td>Race and Urban Development</td>
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<td>Urban Sociology</td>
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<td>TRDA 6204</td>
<td>Personal Aesthetics II: The Environment</td>
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<td>Food Movements and Rhetoric of Social Change</td>
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<td>Frankenstorms, Politics and Media: Communicating Climate Change in a Polarized Atmosphere</td>
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<td>Writing for Social Change: Writing with DC Community Organizations</td>
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<td>IAFF 3183</td>
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<td>IAFF 3190</td>
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IAFF 6119 The Arctic: New Frontier for Energy, Environment, and Development
IAFF 6121 Cornerstone Seminar in International Development
IAFF 6138 Gender and Development
IAFF 6138 Rural Development, Human Rights, and Biodiversity
IAFF 6138 Gender, Tourism and Development
IAFF 6138 Indigenous People & Development
IAFF 6138 Financing Climate Change Policy
IAFF 6138 Environment and Development
IAFF 6158 International Issues in Energy
IAFF 6190 International Climate Change Policy
IAFF 6378 Oil: Industry, Economy, Society

Milken Institute School of Public Health
Course Number Course Name
HLWL 1101 Science of Integrated Medicine
HLWL 1104 Outdoor and Environmental Education
HLWL 1108 Weight and Society
HLWL 1110 Issues in Alternative Medicine
HLWL 1112 Issues in Women’s Health
HLWL 1114 Personal Health and Wellness
HLWL 1116 Lifestyle Nutrition
HLWL 1117 Functional Fitness
EXSC 1114 Community Nutrition
EXSC 2119 Basic Nutrition
EXSC 2122 Food Systems and Public Health
PubH 1101 Introduction to Public Health and Health Services
PubH 2114 Environment, Health and Development
PubH 2117 Service Learning in Public Health
PubH 3132 Health and the Environment
PubH 3133 Global Health and Development
PubH 3135 Health Policy
PubH 3136 Health Law
PubH 3190 Current Issues in Bioethics
PubH 6099 Pesticides and Cancer
PubH 6121 Environmental and Occupational Epidemiology
PubH 6122 Protecting Public Health and the Environment: Policies, Politics and Programs
PubH 6123 Toxicology: Applications for Public Health Policy
PubH 6124 Problem Solving in Environmental and Occupational Health
PubH 6125 Intro to Children’s Health and the Environment
PubH 6126 Assessment and Control of Environmental Hazards
PubH 6127 Applied Environmental Health Microbiology
PubH 6128 Global Environment and Occupational Health
PubH 6129 Problem Formulation in Environmental and Occupational Health
PubH 6131 Applied Data Analysis in Water
PubH 6132 Water Sanitation and Hygiene in Disaster Relief Management and Development
PubH 6219 Information Sources in Environmental and Occupational Health
PubH 6362 Civil Rights Issues/Health Care
PubH 6401 Comparative Regional Determinants
PubH 6440 Global Health Economics and Finance
PubH 6482 International Food and Nutrition
PubH 6485 Prevention and Control of Water and Sanitation Diseases
PubH 6551 Maternal & Child Health II
PubH 6555 Reproductive Health: US and Global Perspective
PubH 6558 Women, Gender, and Health
PubH 6099 US Food Policy and Politics
PubH 8411 Advanced Topics: Principles of Environmental Health Risk Science
PubH 8412 Advanced Topics: Environmental and Occupational Health Research and Practice

School of Business
Course Number Course Name
IBUS 4900 International Perspectives on Green Business
IBUS 4900 Industry, Economy, Society
MGT 4900 Employment Conflict and Negotiation
SMPP 6215 Corporate Governance
SMPP 6241 Global Corporate Responsibility
SMPP 6290 Strategy and International Political Economy
SMPP 8331 Doctoral Seminar in Business and Public Policy

School of Engineering and Applied Science
Course Number Course Name
CE 1010 Introduction to Civil and Environmental Engineering
CE 3140 Sustainability in Engineering Materials
CE 3520 Environmental Engineering 1: Water Resources and Water Quality
CE 3521 Environmental Engineering Laboratory
CE 4410 Introduction to Geotechnical Engineering
CE 4411 Geotechnical Engineering Laboratory
CE 4450 Introduction to Geo-Environmental Engineering
CE 4620 Hydrology and Hydraulic Design
CE 6501 Environmental Chemistry
CE 6504 Water and Wastewater Treatment Processes
CE 6506 Microbiology for Environmental Engineers
CE 6507 Advanced Treatment Processes
CE 6508 Industrial Waste Treatment
CE 6509 Introduction to Hazardous Wastes
CE 6605 Groundwater and Seepage
CE 6607 Water Resources Planning and Control
CE 6610 Pollution Transport System
CS 4532 Information Policy
ECE 6690 Power Systems Economics
ECE 6691 Power Systems Reliability
EMSE 3740 Systems Thinking and Policy Modeling I
EMSE 3855W Critical Infrastructure Systems
EMSE 4410 Survey of Finance and Engineering Economics
EMSE 6230 Hazardous Waste Management and Cleanup
EMSE 6240 Environmental Hazard Management
EMSE 6260 Energy Management
EMSE 6285 Analytical Tools for Energy Management
EMSE 6290 Climate Change
EMSE 6295 Environmental Security
EMSE 6320 International Disaster Management
EMSE 6325 Medical and Public Health Emergency Management
EMSE 6350 Hazard Mitigation in Disaster Management
EMSE 6410 Survey of Finance and Engineering Economics
EMSE 6740 Systems Thinking and Policy Modeling I
EMSE 6745 Systems Thinking and Policy Modeling II
EMSE 6992 Beyond Compliance: Next Generation Environmental Self Governance
MAE 4149 Thermal Systems Design
MAE 6291 Special Topics in Mechanical Engineering

School of Law
Courses Course Number
LAW 6424 Animal Law
LAW 6430 Environmental Law
LAW 6431 Wildlife and Ecosystems Law
LAW 6432 Air Pollution Control
LAW 6434 Water Pollution Control
LAW 6437 Coastal, Navigation, and Wetlands Resource Law
LAW 6438 Energy Law and Regulation
LAW 6439 Energy and the Environment
LAW 6431 Wildlife and Ecosystems Law
LAW 6437 Coastal, Navigation, and Wetlands Resource Law
LAW 6438 Energy Law and Regulation
LAW 6439 Energy and the Environment
LAW 6440 Natural Resources Law
LAW 6442 Control of Solid and Hazardous Wastes
LAW 6443 Oil and Gas Law
LAW 6444 Regulation of Toxic Substance Risk
LAW 6449 Environmental and Toxic Torts
LAW 6450 Federal Facilities Environmental Law Issues
LAW 6452 Environmental Issues in Business Transactions
LAW 6454 International Environmental Law
LAW 6455 International Climate Change Law
LAW 6458 Environmental Negotiations
LAW 6459 Atomic Energy Law
LAW 6460 Environment and Energy Policy Practicum
LAW 6464 Environmental Crimes
LAW 6465 Environmental Crimes Project
LAW 6466 Environmental Law Seminars (Food and Agriculture, Energy Commodities Trading, Comparative Energy Regulatory Systems)
LAW 6467 Environmental Legislation Project
LAW 6468 Graduate Environmental Placement
LAW 6469 Environmental Lawyering
LAW 6545 International Project Finance Law
LAW 6571 Human Rights and Environmental Protection
LAW 6627 Environmental Law Clinic

School of Medicine and Health Sciences
Course Number Course Name
HSCI 2103 Health Policy/Health Care Systems
HSCI 2105 Ethics for Health Professionals
HSCI 2108 Quality Improvement/Health Care
HSCI 4103 Health Care Law/Regulation

College of Professional Studies
Course Number Course Name
PSLD 6201 Introduction to Design
PSLD 6202 Site Analysis
PSLD 6203 Site Engineering
PSLD 6204 Construction Methods and Materials
PSLD 6212 History of Landscape Design
PSLD 6213 Contemporary Themes in Landscape Design Seminar
PSLD 6231 Site Design Studio
PSLD 6236 Planting Design Studio
PLSD 6221 Landscape Plants for Fall
PSLD 6223 Landscape Plants for Spring
PSLD 6225 Landscape Plants for Summer
PSLD 6240 Comprehensive Project
PSUS 6235 Special Topics in Urban Sustainability

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
https://sustainability.gwu.edu/green-course-list

A copy of the sustainability course inventory:
GW Sustainability Courses.xlsx
Sustainability Courses by Department

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

Submission Note:

The Green Leaf Course list is subject to change from semester to semester. For the most updated list, please download the Compendium of Green Leaf Courses from our website at https://sustainability.gwu.edu/green-course-list.

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

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

41

The total number of departments that offer courses:

121

A list of departments that offer sustainability courses:

Columbian College of Arts and Sciences
American Studies
Anthropology
Biology
Chemistry
Economics
English
Environmental Resource Policy
Environmental Studies
Geography
History
Interior Design and Architecture
Museum Studies
Organizational Sciences and Communication
Philosophy
Political Science
Psychology
Public Policy
Religion
Romance Languages
School of Media and Public Affairs
Sociology
Theatre & Dance
University Writing

Elliott School of International Studies (does not have departments)

Graduate School of Education and Human Development
Human and Organizational Learning
Curriculum and Pedagogy

Milken Institute School of Public Health
Environmental and Occupational Health
Epidemiology and Biostatistics
Exercise Science
Global Health
Health Policy
Prevention and Community Health

School of Business
Finance
Strategic Management and Public Policy
Tourism and Hospitality Management

School of Engineering and Applied Science
Civil and Environmental Engineering
Electrical and Computer Engineering
Engineering Management and Systems Engineering
 Mechanical and Aerospace Engineering

School of Law (does not have departments)

College of Professional Studies (does not have departments)

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:
https://sustainability.gwu.edu/green-course-list

A copy of the sustainability course inventory:
GW Sustainability Courses.xlsx
Sustainability Learning Outcomes

Responsible Party
Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

Submission Note:
As of 4/30/14 we are still in the midst of this complicated calculation

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

The number of graduates covered by the sustainability learning outcomes:
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Total number of graduates:
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A list of degree programs that have sustainability learning outcomes:

Columbian College of Arts and Sciences
Undergraduate Minor in Sustainability
Bachelor of Arts in Africana Studies
Bachelor of Arts in Chemistry
Bachelor of Arts in Environmental Studies
Bachelor of Arts in Geography
Bachelor of Arts in Geological Sciences
Bachelor of Fine Arts in Interior Design
Bachelor of Science in Chemistry
Bachelor of Science in Environmental Studies
Bachelor of Science in Geological Sciences
Bachelor of Science in Geology
Master of Arts in Environmental Resource Policy
Master of Arts in Geography
Master of Arts in Public Policy - Environment & Resource Policy
Master of Fine Arts in Interior Design
Master of Science in Chemistry
PhD in Chemistry
PhD in Geoscience

Milken Institute School of Public Health
BS – Public Health
BS/MPH
MPH - Biostatistics
MPH - Community Oriented Primary Care
MPH - Environmental Health Science and Policy
MPH - Epidemiology
MPH - Global Environmental Health
MPH - Global Health
MPH - Health Policy
MPH - Health Promotion
MPH - Maternal and Child Health
MPH - Physical Activity in Public Health
MPH - Public Health Communication and Marketing
MPH - Public Health Management
MPH - Public Health Nutrition
MPH - MPH@GW (distance/online MPH)
MS - Health Policy
MS - Public Health Microbiology & Emerging Infectious Diseases
MA/MPH - International Affairs/Public Health
DrPH of Environmental and Occupational Health

School of Business
Master of Business Administration
Master of Tourism Administration

School of Engineering and Applied Science
Bachelor of Science in Civil Engineering
Bachelor of Science in Civil Engineering with Sustainability option
Bachelor of Science in Civil Engineering with Environmental option
BS/MS in Civil Engineering
Master of Science in Civil Engineering with Environmental Engineering focus
Master of Science in Civil Engineering with Water Resources Engineering focus
Ph.D. in Civil Engineering with Environmental Engineering focus
Ph.D. in Civil Engineering with Water Resources Engineering focus
Bachelor of Science in Systems Engineering
Master of Science in Systems Engineering
Master of Science in Engineering Management
Degree of Applied Scientist [Note: This and the degree below are post-Master’s practitioner degrees, described in the GW Bulletin]
Degree of Engineer
Ph.D. in Engineering Management
Ph.D. in Systems Engineering
Applied Scientist in Engineering Management

School of Law
LL. M. in Energy and Environmental Law
LL. M. in Environmental Law
LL. M. in Government Procurement & Environmental Law
LL. M. in International Environmental Law

College of Professional Studies
Master of Professional Studies in Landscape Design
Graduate Certificate in Landscape Design
Graduate Certificate in Sustainable Landscapes
Master of Professional Studies in Sustainable Urban Planning
Graduate Certificate in Urban Sustainability
Graduate Certificate in Climate Change Management and Policy
Certificate in Walkable Urban Real Estate

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:
https://sustainability.gwu.edu/academic-programs

A copy of the sustainability course inventory:
GW Sustainability Courses.xlsx

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

Listed below is a sample of the learning outcomes associated with one of GW's sustainability-related academic programs.

All graduating students completing the requirements for a minor in sustainability will be able to:
1) Apply the concepts of sustainability to issues of human welfare and social equity, the environment, and the economy
2) Adapt and apply knowledge, theories, and methods learned to analyze sustainability issues and/or practices
3) Connect and extend basic sustainability concept(s) to a critical problem facing society, using student’s involvement in the issue as the basis for analyzing the challenges and developing and solutions to the problem
Undergraduate Program in Sustainability

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

Submission Note:

Starting in Fall 2012, the George Washington University offers an 18-credit Minor in Sustainability, open to all undergraduate students. Currently, there are 140 minors from across all GW schools that teach undergraduates. An interdisciplinary team of faculty from across the university teach the introductory course, and many other faculty contribute to the other required courses.

In addition, GW offers a number of sustainability-related academic offerings:

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

For the full list, please visit https://sustainability.gwu.edu/sustainability-related-undergraduate-offerings

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

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

Yes

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


Bachelor of Arts in Environmental Studies

The website URL for the program (1st program):
http://departments.columbian.gwu.edu/geography/undergraduate/environmentalstudies

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

The website URL for the program (2nd program):
http://sustainability.gwu.edu/sustainability-minor

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The name of the sustainability-focused, undergraduate degree program (3rd program):
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The website URL for the program (3rd program):
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The name and website URLs of all other sustainability-focused, undergraduate degree program(s):
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Graduate Program in Sustainability

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

Submission Note:

In addition to this, GW offers the following sustainability-related, graduate level degrees programs:

1. M.S. in Chemistry
2. M.S. in Economics
3. M.A. in Geography
4. M.A. in Hominid Paleobiology
5. M.F.A. in Interior Design
6. M.A. in Environmental and Resource Policy
7. Ph.D. in Economics
8. Ph.D. in Geography
9. Ph.D. in Hominid Paleobiology
10. Ph.D. in Chemistry
11. Ph.D. in Systematics and Evolution
12. Certificate Program in Responsible Management
13. M.T.A with a concentration in Sustainable Tourism Destination Management
14. M.B.A. with a concentration in Environmental Policy and Management
15. M.B.A. with a concentration in Sustainability and Corporate Responsibility
16. Ph.D. in Business Administration with concentrations in Strategic Management and Public Policy, OR Tourism and Hospitality Management
17. Certificate in Urban Sustainability
18. Certificate in Sustainable Landscapes
19. M.P.H. with a concentration in Environmental and Occupational Health
20. M.P.H. with a concentration in Environmental Health Science and Policy
21. Dr. P.H. with a concentration in Environmental and Occupational Health
22. Graduate Certificate in Energy Engineering and Management
23. Graduate Certificate in Environmental Engineering
24. Graduate Certificate in Geo-environmental Engineering
25. M.S. in Engineering Management with a concentration in Environmental and Energy Management
26. Dr.S. in Engineering Management with a concentration in Environmental and Energy Management

A full list of sustainability-related academic programs can be found at
https://sustainability.gwu.edu/sustainability-related-graduate-offerings

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

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

The name of the sustainability-focused, graduate-level degree program (1st program):
Masters of Professional Studies in Sustainable Urban Planning

The website URL for the program (1st program):
http://nearyou.gwu.edu/sustainable/index1.html

The name of the sustainability-focused, graduate-level degree program (2nd program):
Masters of Arts in International Development Studies

The website URL for the program (2nd program):
http://elliott.gwu.edu/academics/grad/ids/index.cfm

The name of the sustainability-focused, graduate-level degree program (3rd program):
Masters of Arts in Environmental Resource Policy

The website URL for the program (3rd program):
http://programs.columbian.gwu.edu/enrp/

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):
Milken Institute School of Public Health
MPH - Environmental Health Science and Policy
MPH - Health Policy
MPH - Global Environmental Health
DrPH of Environmental and Occupational Health

http://publichealth.gwu.edu/academics/graduate-academic-programs
School of Law
L.L.M. in Environmental Law
L.L.M in Energy and Environmental Law
L.L.M in International Environmental Law

http://www.law.gwu.edu/Admissions/LLM/Pages/programs.aspx

School of Engineering and Applied Science
Master of Science in Civil Engineering with Environmental Engineering focus
Master of Science in Civil Engineering with Water Resources Engineering focus
Master of Science in Engineering Management
Degree of Applied Scientist
Degree of Engineer
Ph.D. in Engineering Management
Ph.D. in Civil Engineering with Environmental Engineering focus
Ph.D. in Civil Engineering with Water Resources Engineering focus

http://www.seas.gwu.edu/graduate-degree-programs

College of Professional Studies
Graduate Certificate in Sustainable Landscapes
Graduate Certificate in Climate Change Management and Policy
Graduate Certificate in Urban Sustainability
Master of Professional Studies in Sustainable Urban Planning

http://cps.gwu.edu/academic-programs
Sustainability Immersive Experience

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

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

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

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

Yes

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

Because of the location and culture of GW, there is a strong emphasis across our various degree programs on immersive experiences. Semester long experiential learning that includes service learning, service, and internships with community partners in DC and around the world are the norm. Oftentimes, as with the minor in sustainability, the course listing is “Culminating Experience” or “Capstone Seminar.” What follows is a handful of examples that demonstrate the breadth of activity here on campus.

Starting Fall 2012, all undergraduate sustainability minors are required to complete an experiential learning component for the minor. This three-credit academic requirement challenges students to take sustainability from the classroom to the community through community service, internships or directed research. During the semester that the student is fulfilling this requirement, in addition to the service, internship or research project, the students must also complete several reflection essays that allow them to think deliberatively and thoughtfully about the real-world connections with their community partners working towards sustainability. Another requirement of this immersive experience is to complete a social media project through blogs, posts or a video. This is a semester-long, immersive experience that enhances the skills and knowledge of GW’s sustainability minors and acts as a “capstone” experience. The URL of the Sust minor:

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

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

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

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

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

Alternative Breaks Program
For the past decade, GW has offered its students the opportunity to participate in the GW Alternative Breaks program offered through the Center for Civic Engagement and Public Service. GW Alternative Breaks’ mission is to empower students, staff and faculty to understand their role in local and global communities through service-learning trips across many issue areas.

It is a student-focused, student-planned, and student-led immersive experience that takes place over winter and spring breaks. The goal is to foster personal reflection, social awareness and active citizenship among the GW community.

In 2013, more than 190 students participated in eight alternative spring break programs, including Tuscaloosa, AL; Harlan County, KY; Gullah Nation, SC; Immokalee, FL; Joplin, MO; New Orleans, LA; and New York, NY.
1. Sustainability and Reconstruction in Joplin, Missouri
This trip was focused on sustainable rebuilding and construction of the town of Joplin, MO that were devastated by a tornado in the spring of 2011. One of the local organizations that GW students worked with included a grassroots organization called Greentown, which focuses on sustainable building and conservation. Students spent the week assisting in the rebuilding process, learning about the eco-technology, and helping the town get back on its feet. In addition to the service, the trip also included a number of activities for students to learn about and explore Western culture.

2. Historic Preservation/Cultural Awareness and Sustainability with the Gullah Nation
This trip was focused on learning about the Gullah/Geechee culture, a unique African culture in America that is struggling to preserve its language, spiritual traditions, and land and water practices in the face of environmental degradation and economic development. One of the community leaders that GW students worked with included Queen Quet, Chieftess and Head-of-State for the Gullah/Geechee Nation on the historic St. Helena Island, South Carolina. Students engaged in a number of environmental service projects including oyster habitat restoration, and native gardens planting. In addition to this, students also visited a number of historic sites in South Carolina and learned about the culture, music, human rights movement of the Gullah/Geechee Nation.

The website URL where information about the immersive experience is available:
https://sustainability.gwu.edu/culminating-experience
Sustainability Literacy Assessment

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment?:
Yes

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

A copy of the questions included in the sustainability literacy assessment:
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A brief description of how the assessment was developed:

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

A brief description of how the assessment was administered:

We use a concept map tool.
In Fall 2012, GW began to access the sustainability literacy of our undergraduate students through the use of a pre-test and post-test concept map. We survey all Sustainability 1001 students at the start of the semester, then again at the end of the term to assess how well students have mastered important terms, concepts, and processes in sustainability. The class is taught each semester, so we have been gathering data on sustainability literacy for hundreds of GW undergraduates.

A brief summary of results from the assessment:

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

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

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Incentives for Developing Sustainability Courses

Responsible Party
Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program 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, noncredit, and/or continuing education courses count for this credit.

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

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

A brief description of the program(s):

The GW Institute for Sustainability offers up to 5-6 Support Grants for Developing or Revising Courses to Meet the GreenLeaf Designation. These grants are available to fund faculty as they undertake syllabus revision to undergraduate courses or design new courses that meet “green leaf” designation.

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

Funding of $2,500 for individual faculty; additional funds are available for faculty teams. Funds can be used for activities such as paying individual faculty members to design or revise their syllabi; hosting workshops for teams of faculty teaching sections of a course where they can collaborate on assignments and assessment; consulting with experts in the discipline who have designed innovative assignments and assessment techniques for introductory courses; and other helpful activities.

The website URL where information about the program is available:
https://sustainability.gwu.edu/opportunities-faculty
Research

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

Credit

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

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Submission Note:

(1) In late 2014 a new website will be launched to better showcase the university's sustainability research inventory but it is not available at the date of this submission.
(2) The faculty profile page provides a brief description of faculty research and teaching interests to give readers a sense of the breadth of work underway at the university:
https://sustainability.gwu.edu/faculty-profiles

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

Has the institution developed a definition of sustainability research?:
Yes

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

In 2010, a multidisciplinary faculty committee drawn from seven GW schools provided a strategic plan to launch a sustainability research initiative. The faculty committee defined sustainability research as: research that addresses the impact of environmental change on society and the technological, political, and economic responses to these challenges. Ultimately sustainability research attempts to answer the question of how best to manage human interactions with the environment in a way that prevents or minimizes environmental degradation over both the short and long term.
Has the institution identified its sustainability research activities and initiatives?:
Yes

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

The Faculty Committee is actively engaged in identifying sustainability research at GW through guidelines it established in 2010. For this STARs update, the Director for the Sustainability Academic Program and the Executive Director for Sustainability together refined that inventory by school, based on further website review of faculty bios and published papers, along with information provided by the Office of the Vice President for Research, which tracks sponsored research across the university. The resulting document was then shared with members of the pan-university Faculty Sustainability Committee, who were tasked with reviewing and vetting submissions for their individual schools, thus providing a quality peer review.

GW has many research centers and Institutes. Foremost, is the Sustainability Institute, which provides an organizing function for sustainability research. Yet many other centers and institutes contribute significant research, including the GW Solar Institute, Center for Urban and Environmental Research, Center for Risk Science and Public Health, Institute for Corporate Responsibility, Rodham Institute, Institute for Crisis Disaster and Risk Management, and the Redstone Center. A full listing of GW centers and institutes is available from the url provided. This listing, along with the identified faculty and their research interests, as posted on the GW Sustainability page, provides clarity on GW's research footprint.

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

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
http://research.gwu.edu/chartered-centers-institutes-alphabetical-order
Faculty Engaged in Sustainability Research

**Responsible Party**

Lisa Benton-Short  
Director of the Sustainability Academic Program  
Department of Geography

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**Criteria**

Institution’s faculty members conduct research on sustainability topics.

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

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**Submission Note:**

(1) The reported number of GW faculty engaged in research is for fiscal year 2013. This number represents principal investigators who have sponsored research, as counted by the Office of the Vice President for Research.

(2) With one exception, we have not included adjunct faculty, although some are actively engaged in research. We have excluded adjuncts because of the magnitude of the search as well as the potential for these faculty to leave. That said, based in Washington DC, GW is lucky to have as many as 1,500 part-time faculty at any given time. Many of these people are Federal employees and provide sustainability students career insights and opportunities.

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

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

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**The number of faculty members engaged in sustainability research:**

145

**The total number of faculty members engaged in research:**

463

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

Columbian College of Arts and Sciences  
Aaronson, Susan Ariel - History  
Anderson, Catherine - Interior Design and Architecture Design  
Bailard, Catie - Media and Public Affairs  
Benton-Short, Lisa - Geography  
Bloom, Dana - Interior Design and Architecture
Bobe, Rene - Anthropology
Bowie, Alasdair - Political Science
Brooks, Leah - Public Policy
Chang, Jennifer - English
Cheers, Imani - Media and Public Affairs
Churchill, Robert Paul - Philosophy
Cressy, Pamela - Anthropology
de la Fuente, Maria J. - Romance Languages
Doebel, Hartmut - Biology
Engstrom, Ryan - Geography
Feldman, Illana - Anthropology
Fishman, Ram - Economics
Fisher, Joshua - Anthropology
Friend, Michele - Philosophy
Gonglewski, Margaret - Romance Languages
Hawks, Catherine - Museum Studies
Hughes, Llewelyn - Political Science
Jones, Antwan Sociology
Kanter, Jodi - Theatre and Dance
Keeley, Melissa - Geography
Ken, Ivy - Sociology
Klenek, Christopher - History
LeTourneur, Michele - Interior Design and Architecture
Licht, Stuart - Chemistry
Lill, John - Biology
Linquiti, Peter - Public Policy
Liu, Meina - Organizational Sciences and Communication
Livingston, Steven - Media and Public Affairs
Malik, Arum - Economics
Mann, Michael - Geography
Markham, Catherine - Anthropology
Matthews, Rosser - History
Modarres, Reza - Statistics
Morris, David - Biology
Mote, Jonathan - Organizational Sciences and Communication
Norton, Macy - History
Palmquist, Sasha - Museum Studies
Powell, Scott - Biology
Rain, David - Geography
Rogers, Daniel - Anthropology
Ross, Eric - Anthropology
Schmesier, Maximilian - Organizational Sciences and Communication
Sesno, Frank - Media and Public Affairs
Shepherd, Robert - Anthropology
Shiklomanov, Nikolay - Geography
Streletskiy, Dmitry – Geography
Svoboda, Michael - University Writing
Smith, Adam - Biology
Smith, Stephen - Economics
Squires, Greg - Sociology
Stroud, Jonathan - Statistics
Talmadge, Caitlin - Political Science
Tossell, John - Chemistry
Von Balgooy, Max - Museum Studies
Voutchkov-Kostal, Adelina - Chemistry
Wagner, Michael - Chemistry
Waisbord, Silvio - Media and Public Affairs
Wilkerson, Abby - University Writing
Yezer, Anthony - Economics
Zanne, Amy - Biology

Elliott School of International Affairs (does not have departments)
King, Marcus
Rycroft, Robert
Yarr, Linda

Graduate School of Education and Human Development
Cseh, Maria - Human and Organizational Learning
Scully-Russ, Ellen - Human and Organizational Learning
Sheppard, Maia - Curriculum and Pedagogy

Milken Institute School of Public Health
Applebaum, Kate - Environmental and Occupational Health
Baird, Sarah Jane - Global Health
Bingenheimer, Jeffrey Bartlett - Prevention and Community Health
Cleary, Sean - Epidemiology and Biostatistics
Colon-Ramos, Uriyoan - Global Health
Dietz, William - Prevention and Community Health
Evans, W. Douglas - Prevention and Community Health; Global Health
Goldman, Lynn - Environmental and Occupational Health
Graham, Jay - Environmental and Occupational Health; Global Health
Gray, George - Environmental and Occupational Health
Gulati, Prea - Global Health
Katz, Rebecca Lynn - Health Policy; Global Health
LaPuma, Peter - Environmental and Occupational Health
McCormick, Sabrina - Environmental and Occupational Health
Michaels, David - Environmental and Occupational Health
Mookerji, Sangeeta - Global Health
Northcross, Amanda - Environmental and Occupational Health; Global Health
Perry, Melissa - Environmental and Occupational Health; Epidemiology and Biostatistics
Phoenix, Janet - Health Policy; Environmental and Occupational Health
Price, Lance - Environmental and Occupational Health
Price, Olga Acosta - Prevention and Community Health
Robien, Kim - Epidemiology and Biostatistics; Exercise Science
Roess, Amira - Global Health
Schwartz, Arnold - Environmental and Occupational Health; Pathology
Vigilance, Pierre - Global Health
Young, Heather - Epidemiology and Biostatistics
Zota, Ami - Environmental and Occupational Health

School of Business
Askari, Hossein - International Business
Elliott, Sheryl Marie - Marketing
El-Tarabishy, Ayman - Management
Forrer, John - Strategic Management and Public Policy
Friedland, Julian - Strategic Management and Public Policy
Hawkins, Donald - Tourism & Hospitality Management
Helm, Anna - International Business
Lamoureux, Kristin - Tourism & Hospitality Management
Levy, Stuart – Marketing
Luna-Kelser, Juan - Tourism & Hospitality Management
Kim, Eun-Hee - Strategic Management and Public Policy
Patnaik, Sanjay - Strategic Management and Public Policy
Radin, Tara - Strategic Management and Public Policy
Rivera, Jorge - Strategic Management and Public Policy
Weiner, Robert - International Business

School of Engineering and Applied Science
LeBlanc, Saniya - Mechanical and Aerospace Engineering
Deason, Jonathan - Engineering Management and Systems Engineering
Farhadi, Leila - Civil and Environmental Engineering
Francis, Royce - Engineering Management and Systems Engineering
Hsu, Stephen - Mechanical and Aerospace Engineering
LeBlanc, Saniya - Mechanical and Aerospace Engineering
Leftwich, Megan - Mechanical and Aerospace Engineering
Li, Zhenyu - Electrical and Computer Engineering
Manzari, Majid - Civil and Environmental Engineering
Monteleoni, Claire - Computer Science
Plesniak, Michaela - Mechanical and Aerospace Engineering
Riffat, Rumana - Civil and Environmental Engineering
Roddis, Kim - Civil and Environmental Engineering
Santos, Joost Reues - Engineering Management and Systems Engineering
Shaw, Gregory Leonard - Engineering Management and Systems Engineering
Shittu, Ekundayo - Engineering Management and Systems Engineering
Shuai, Danmeng - Civil and Environmental Engineering
van Dorp, René - Engineering Management and Systems Engineering
Wickenheiser, Adam - Mechanical and Aerospace Engineering

School of Law (does not have departments)
Attanasio, Donna
Braman, Donald
Charnovitz, Steve
Glicksman, Robert
Murphy, Sean
Paddock, LeRoy
Pierce, Richard
The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
https://sustainability.gwu.edu/research-institutes-centers

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:
GW Faculty Engaging in Sustainability Research_1.docx

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

1. Nicolay Shiklomanov
   Assistant Professor, Geography, Columbian College of Arts and Sciences
   
   Arctic Studies are the fast growing area of research at GWU. Over the last four years approximately $2.6 million of external funding was received from NSF, NASA, and Research Council of Norway to study the effect of climate change on natural and human Arctic environments. At present the main topics of research include (1): Long-term observations on the climate-permafrost system (2) Process studies and modeling of the Arctic natural environments and (3) Interdisciplinary research on the Arctic Urban Sustainability. The observational component is supported through NSF-funded The Circumpolar Active Layer Monitoring (CALM) project (PI. Shiklomanov N.I., Geography). The CALM program is concerned with observing the response of the active layer (the upper layer of soil in permafrost regions, which thaws and freezes on an annual basis) and near-surface permafrost to climate change at multi-decade time scales.

2. Rumana Riffat
   Professor, Civil Engineering, School of Engineering and Applied Sciences
   
   Professor Rumana Riffat of the Civil and Environmental Engineering Department has a project on "Small-scale sewage treatment and wastewater reuse system for Pakistan" funded by USAID, from Nov 2010 through Mar 2014. This is a joint project with the Microbiology Department of Quaid-i-Azam University in Islamabad, Pakistan. The project was mentioned in a State Department Press release (Oct 23, 2013), as an example of a research project that has resulted in prototype construction and full scale application for wastewater reuse.

3. Melissa Perry
   Professor and Chair of the Department of Environmental and Occupational Health, School of Public Health and Health Services
   
   Dr. Perry investigates the human health impacts of environmental exposures and strategies to reduce risks. Her lab at GW is currently funded by the National Institute of Environmental Health Sciences to study the impact of environmental contaminants on male
reproductive function, and is working with the U.S. Geological Survey and Potomac Riverkeeper to investigate endocrine disruptors in the Potomac River.

4. LeRoy C. Paddock
Associate Dean, Environmental Law Studies, George Washington University Law School

Lee Paddock was recently appointed to the American Bar Association's Presidential Task Force on Sustainable Development. The Task Force will recommend ways that ABA can provide leadership on sustainable development issues while also assisting the U.N. implement The Future We Want report. Additionally, Lee Paddock serves as co-lead for the Thematic Working Group on Environment and Natural Resources and the new "Legal Aspects of Sustainable Energy for All" Community of Practice which investigates the legal barriers to sustainable energy for all projects and pursues in-depth academic legal research on the U.N.'s Sustainable Energy for All initiative.

The website URL where information about sustainability research is available:
https://sustainability.gwu.edu/research-institutes-centers
Departments Engaged in Sustainability Research

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

Submission Note:

(1) Of the total 82 GW departments engaged in research, 23 are within the School of Medicine and Health Sciences.
(2) The Elliott School of International Affairs, School of Professional Studies, and Law School do not have departments. For this assessment, we have counted each of these schools as a single department.

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

The total number of academic departments that conduct research:

82

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

48

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

Columbian College of Arts and Sciences
American Studies
Anthropology
Biology
Chemistry
Economics
English
Environmental Resource Policy
Environmental Studies
Geography
History
Interior Design and Architecture
Museum Studies
Organizational Sciences and Communication
Philosophy
Political Science
Psychology
Public Policy
Religion
Romance Languages
Media and Public Affairs
Sociology
Statistics
Theatre & Dance
University writing

Elliott School of International Studies
Graduate School of Education and Development
Human and Organizational Learning
Curriculum and Pedagogy

Milken Institute School of Public Health
Environmental and Occupational Health
Epidemiology and Biostatistics
Exercise Science
Global Health
Health Policy
Prevention and Community Health

School of Business
International Business
Marketing
Management
Strategic Management and Public Policy
Tourism & Hospitality Management

School of Engineering and Applied Science
Civil and Environmental Engineering
Computer Science
Electrical and Computer Engineering
Engineering Management and Systems Engineering
Mechanical and Aerospace Engineering

School of Law

School of Medicine
Medicine
Pathology

College of Professional Studies

The website URL where the sustainability research inventory that includes the departments engaged in sustainability
research is posted:
https://sustainability.gwu.edu/research-institutes-centers

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
GW Faculty Engaging in Sustainability Research_1.docx
Sustainability Research Incentives

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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:

As part of the sustainability minor, students doing the “culminating experience” are encouraged to engage in sustainability research under the mentorship of a GW faculty member. We encourage this with a dedicated class: Sustainability 3096 “Directed Research in Sustainability.” Two recent examples of student research: study of caterpillar adaptation to changes in leaf cover due to variations in climate change; study of the economic evaluation of ecosystem services.

Beginning in Fall 2014, the Academic Program in Sustainability will award two $1,000 scholarships to sustainability minors engaged in research or community service. This scholarship comes from a donation by Car-2-go.

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

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

The website URL where information about the student research program is available:
https://sustainability.gwu.edu/culminating-experience

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

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

The GW Institute for Sustainability helps to develop innovative, interdisciplinary academic programming. Starting in 2010, the Institute has supported faculty research with grants that provide summer salary or research assistance. The Institute has organized a faculty speakers series to promote interdisciplinary opportunities for faculty. In addition, financial support of "seed money" has been made available to faculty in the early stages of their research. Furthermore, the Institute organizes research workshops and symposia for fellow scholars and the wider public, featuring research papers and findings on websites and coordinating with GW’s social media project Planet Forward to create innovative opportunities for scholars to present their work. GW’s location allows the Institute to regularly convene federal agencies, businesses, and non-profits to create long-term partnerships that enhance research in sustainability. The Institute helps identify foundations and other external grants and assists in proposal development.

The website URL where information about the faculty research program is available:
http://www.gwu.edu/research-overview
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Lisa Benton-Short
Director of the Sustainability Academic Program
Department of Geography

Criteria

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

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

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

Yes

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

The GW Strategic Plan, released in 2013, embraces innovation through cross-disciplinary collaboration. As a major theme of the strategic plan, cross-disciplinary research and teaching is strongly supported. The Sustainability Institute is one of the first institutes established to be cross-disciplinary and pan-university. The strategic plan states: "The university's commitment to cross-disciplinarity recognizes the importance of rigorous grounding in specific disciplines and the value of a broad liberal arts undergraduate education. Cross-disciplinarity builds on this foundation to foster new and exciting intellectual endeavors." In addition to the strategic plan, the GW Executive Director of Sustainability reports directly to the Provost, where she is well positioned to advocate for tenure for scholars pursuing interdisciplinary sustainability research.

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

# Operations

## Buildings

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

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

Responsible Party

Nancy Giammatteo
Director, Office of Planning and Design Review
Division of Operations

Criteria

Institution owns and operates buildings that are:

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

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

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

Submission Note:

Energy use in existing buildings comprises 80 percent of the university's GHG emissions. In the first years of implementing the Climate Action Plan, GW has prioritized improving building energy efficiency and enhancing IT systems that result in energy use reductions.

When managing and retrofitting its buildings for sustainability, GW deals with many complexities due to the diversity of buildings. GW owns and operates more than 150 buildings on its three campuses. Some pre-date the turn of the last century, and most require historic preservation during upgrades. The sizes range from less than 10,000 square feet (historic town houses) to more than 200,000 square feet.

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

Total building space that meets "Eligible Buildings Criteria":

7,235,716 Square Feet

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

7,235,716 Square Feet

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

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

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

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

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://sustainability.gwu.edu/green-building

An electronic copy of the guidelines or policies:
Momentum March - Blue Cleaning FINAL.pdf

The date(s) the policies or guidelines were adopted:
April 22, 2010

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

GW is currently pursuing a campus-wide energy efficiency program for existing buildings called the Eco-Building program.

http://www.gwu.edu/~itf/pages/ideaspreview/energy-efficiency-program.pdf

The Eco-Building Program proposes a comprehensive capital improvement plan to strategically implement energy conservation projects in campus buildings. Implementation of this program will result in a reduction of energy consumption and greenhouse gas emissions, and will produce short-term and long-term financial savings. Through these projects, GW aims to reduce energy use from the buildings by 15%.

GW has also engaged a number of energy services companies to more closely monitor and manage the real-time energy use of our buildings and to employ demand response more effectively.

In addition, all on-campus buildings are cleaned using green cleaning techniques and are transitioning to blue cleaning techniques. The university has been certified by a third-party organization for its green cleaning techniques used at the Mount Vernon and Foggy Bottom Campuses.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
None at this time.
The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

All on-campus buildings are cleaned using green or blue cleaning techniques.
### Building Design and Construction

**Responsible Party**

**Nancy Giammatteo**  
Director, Office of Planning and Design Review  
Division of Operations

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**Criteria**

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

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

and/or

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

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

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

**New building space that meets "Eligible Buildings Criteria":**

753,455 Square Feet

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

0 Square Feet

**New building space that is LEED Certified:**

0 Square Feet

**New building space that is LEED Silver certified:**

55,050 Square Feet

**New building space that is LEED Gold certified:**

698,405 Square Feet
New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://sustainability.gwu.edu/green-building

An electronic copy of the guidelines or policies:
GW Design Standards 01012011.pdf

The date(s) the policies or guidelines were adopted:
9/22/2009

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

A university policy is to achieve at least LEED Silver status for all new construction and major renovations. This has been achieved since the policy was adopted in 2009 by earning seven LEED Gold certifications and one LEED Silver certification from USGBC.

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

South Hall 2010 (gold)
West Hall 2010 (gold)
Lafayette Hall 2012 (gold)
Smith Center 2012 (gold)
Ames Hall 2012 (gold)
Law Clinic 2014 (gold)
Ross Hall 2014 (gold)
Museum Conservation Center 2014 (silver)

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

GW's Amsterdam Hall (formerly called New Hall) was built in accordance to green standards prior to the widespread adoption of the LEED standards. This building came online in 1997.
Indoor Air Quality

Responsible Party

Nancy Giammatteo
Director, Office of Planning and Design Review
Division of Operations

Criteria

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

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

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

753,455 Square Feet

Total occupied building space:

7,235,716 Square Feet

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

The University requires that all LEED certified projects achieve the following credits: IEQ 1 (Outdoor Air Delivery Monitoring), IEQ 3.1 & 3.2 (Construction IAQ Mgmt Plan - During Construction and Before Occupancy), IEQ 4.1, 4.2 & 4.3 (Low-Emitting Adhesives, Sealants, Paints, Coatings, and Flooring), IEQ 5 (Chemical and Pollutant Source Control) and IEQ 7.1 & 7.2 (Thermal Comfort Design and Verification Survey).

As part of GW's Ecosystems Enhancement Strategy, GW has committed to promoting healthy air and climate within the buildings on its campuses, in the Chesapeake region, and across its global footprint. One way of doing this is to enhance the livability of indoor space and increasing indoor air filtration capacity.

Under this goal, GW will enhance the livability of indoor space and increase indoor air filtration capacity in university-owned and operated buildings. One indicator to measure progress towards this target is the number of plantings in indoor spaces. The university is exploring potential tactics to achieve this target including:

1) Encourage the adoption of interior green spaces (such as living walls and biophyllic design) in new constructions and major renovation design
2) Encourage the adoption of potted plants or other greenery as part of the Green Office Network
3) Purchase materials and equipment comprised of non-toxic or less toxic components (e.g., low volatile organic compounds (VOC) carpets and paints, green cleaning products, Green Guard/Green Seal products, FloorScore hard surface flooring, Green Label carpeting)
4) Achieve Indoor Environmental Quality (IEQ) LEED credit 3.2 where the intent is “to reduce indoor air quality problems resulting from construction or renovation to promote the comfort and well-being of construction workers and building occupants” in projects where
LEED certification is targeted
5) Assess air handling & filtration technology
6) Ensure HVAC systems are properly maintained (regular filter change, coils cleaning and repair of damaged parts)
7) Maintain and evaluate a green or blue cleaning program
8) Ensure interior spaces are properly sealed off during building construction/renovation projects

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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<td>Greenhouse Gas Emissions Inventory</td>
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<td>Greenhouse Gas Emissions Reduction</td>
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<tr>
<td>Air Travel Emissions</td>
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<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

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

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/2031/

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

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
Yes
Does the inventory include emissions from solid waste disposal?:
Yes

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

If yes, please specify:
Inventory includes estimated emissions associated with paper purchases.

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

If yes, please specify:
Inventory includes estimated emissions associated with wastewater use/treatment.

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

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

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

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

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

Submission Note:

GW’s GHG emissions were not collected for FY2005. For 2005 baseline data requested, GHG emissions data reported were extrapolated from FY2008 data, which covered the time period from July 1, 2007 - June 30, 2008. FY2008 was the first fiscal year during which GW conducted a comprehensive, institution-wide GHG inventory. FY2005 enrollment data are actual data from GW’s Office of Institutional Research.

The guiding principle of GW’s inventory is to include facilities that are owned or leased by the University that house activities and/or personnel that directly contribute to (e.g., classrooms, offices, research laboratories) and/or support (e.g., administrative offices, student medical clinic, and warehouse space) its academic mission. All facilities used for University purposes that are either owned and operated or rented from a third party are included. Buildings GW owns but rents to others were excluded as they do not house GW personnel or activities, and as such, GW does not control consumption patterns in these locations.

CA-CP Campus Carbon Calculator’s (version 6.9) default emissions coefficients were used for all categories except electricity. A custom electric source mix was used rather than the regional figure from the CA-CP Calculator.

Certain assumptions were used in assembling this inventory, including the following:

Metrics for emissions from leased building spaces included certain assumptions, as the university is limited in its ability to track emissions from spaces it does not own/manage. For this metric, emissions were calculated using the following energy estimates in kBtu/SGF: 45 for warehouses, 83 for classrooms, 93 for offices, and 105 for medical spaces. Energy consumption is allocated as 60% from electricity and 40% from natural gas. These figures were based on existing data from similar buildings and Department of Energy, Energy Information Administration, Commercial Buildings Energy Consumption Survey (CBECS) data.

Additionally, air travel mileage is not tracked at present, although information on dollars spent is available. Therefore, to develop a mileage figure, dollars spent were converted into miles flown (per AASHE guidance). The university’s air travel mileage is based on the
separate dollars spent on international and domestic flights during FY2010, divided by the respective factors of
dollars-per-air-mile-traveled for 2009 as tabulated by the Air Transport Association of America (now "Airlines for America").

Reported carbon offsets purchased reported above were all Green-e certified RECs.

The commuting emissions data do not include student travel to/from campus at the beginning/end of each semester. In early 2010, GW
performed a comprehensive transportation survey of each population (students, staff, and faculty), to improve upon the 2005 data used in
our initial FY2008 GHG inventory. The data for the FY2010 inventory are based on this new survey and improves data accuracy.

Onsite carbon offsets were not accounted for in the reported FY 2010 performance year figures above. For measuring GW's onsite
carbon sequestration potential, Casey Trees, a non-profit organization, performed GW's tree inventory. The inventory occurred in two
parts, the first was in spring 2009 and covered only the Foggy Bottom Campus. The second occurred in late 2009 and covered the Mount
Vernon Campus. Casey Trees surveyed both campus and street trees (city-owned) and gathered information about tree species, size, and
location. This information was input into the Forest Service's Street Tree Management Tool for Urban Forest Managers (STRATUM)
model and yielded 196 metric tons of carbon dioxide benefit, net of decomposition and maintenance losses.

STRATUM was developed by researchers at the United States Department of Agriculture Forest Service Center for Urban Forest
Research. This model quantifies the structure, function, and value of a city's street trees. This run of the model was calibrated for trees in
the Piedmont Climate Zone which includes Washington, DC and parts of the Mid-Atlantic and Southern states.

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

Scope 1 and 2 gross GHG emissions, 2005 :
106,751.20 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
7,295

Non-residential/commuter full-time students, faculty, and staff members, 2005:
12,415

Non-residential/commuter part-time students, faculty, and staff members, 2005:
9,975

Scope 1 and 2 gross GHG emissions, performance year :
97,339.80 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent
Carbon offsets purchased, performance year:
1,308 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
July 1, 2009 - June 30, 2010 (FY2010)

On-campus residents, performance year:
7,707

Non-residential/commuter full-time students, faculty, and staff members, performance year:
13,497

Non-residential/commuter part-time students, faculty, and staff members, performance year:
10,276

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
July 1, 2009 - June 30, 2010
Air Travel Emissions

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

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

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

A brief description of the policies and/or programs:

The university relies on air travel to fulfill its mission as an institution committed to innovation, research and leadership. The university uses air travel for a variety of purposes including global research, outreach to alumni and donors, recruiting activities and athletic team events. Because of the importance of air travel to conducting university business, GW is unlikely to directly decrease emissions in this category in the short term. Instead, GW will focus first on gaining a better understanding of its air travel patterns by improving its data collection and analysis regarding air travel uses. Recently, through its online purchasing program (iBuy), GW staff and faculty are now able to purchase air travel through an integrated online interface that allows better tracking of dollars spent and miles traveled via air.

GW has identified potential policy changes and/or technology improvements (e.g., expansion of video conferencing capabilities) to help reduce air travel in the long term without adversely impacting the university’s ability to achieve its goals. The university is also considering options to help reduce remaining emissions from its air travel activities through the purchase of credible, local offsets.

GW has committed through the Ecosystems Enhancement Strategy to reduce its impact by using non-stop flights when available and encouraging the use of rail for travel within 250-300 miles when possible.

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

**Responsible Party**

Mark Ellis  
Sustainability Project Facilitator  
Office of Sustainability

**Submission Note:**

http://sustainability.gwu.edu/climate-action-plan

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

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

Yes

A brief description of the program:

GW has committed through its Ecosystems Enhancement Strategy to enhance tree canopy and green cover to help increase sequestration potential and outdoor air filtration capacity. In the near term, the university commits to offset the square foot loss of existing tree canopy and green cover from natural causes of campus development with new plantings. GW will do so by factoring green cover into campus development and conducting annual campus tree surveys to measure progress.

Casey Trees, a non-profit organization, performed GW's initial tree inventory. The inventory occurred in two parts, the first was in spring 2009 and covered only the Foggy Bottom Campus. The second occurred in late 2009 and covered the Mount Vernon Campus. Casey Trees surveyed both campus and street trees (city-owned) and gathered information about tree species, size, and location. This information was input into the Forest Service's Street Tree Management Tool for Urban Forest Managers (STRATUM) model and yielded 196 metric tons of carbon dioxide benefit, net of decomposition and maintenance losses.

STRATUM was developed by researchers at the United States Department of Agriculture Forest Service Center for Urban Forest Research. This model quantifies the structure, function, and value of a city's street trees. This run of the model was calibrated for trees in the Piedmont Climate Zone which includes Washington, DC and parts of the Mid-Atlantic and Southern states.

One of the tenets of GW's Climate Action Plan is to identify credible local offset programs to offset emissions the university cannot reduce (i.e. air travel for faculty to conferences). As GW works towards its carbon neutrality goals, the university will continue to seek projects to invest in to identify ways to reduce its carbon footprint through local measures.

The website URL where information about the program is available:

http://rs.acupcc.org/ghg/2031/
Dining Services

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

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

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</table>
Food and Beverage Purchasing

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

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

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

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

Submission Note:

The 9.67% was calculated by GW student researchers with support from Sodexo based on the Real Food Calculator

http://calculator.realfoodchallenge.org

which is a tool provided by the Real Food Challenge

http://www.realfoodchallenge.org

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

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

9.67

A brief description of the sustainable food and beverage purchasing program:
GW signed on to the Real Food Campus Commitment in April 2014. The university has committed to procuring 20% 'Real Food' by 2020. This challenge campaign and associated calculator tool will be implemented to track sustainable food and beverage purchasing efforts based on our 2012/13 baseline assessment. This effort will not only increase the transparency of food served on campus, but provide educational and professional development opportunities for students throughout the years ahead.

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

http://gwtoday.gwu.edu/university-joins-real-food-challenge-earth-day-celebration
Trayless Dining

**Responsible Party**

**Ronda Chapman-Duer**
Sustainability Project Facilitator
Division of Operations

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

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

**A brief description of the trayless dining program:**
GW does not have a traditional dining program. Rather, there are a few central eateries managed by Sodexo. These include J Street, GDub Java, Pelham Commons and Zebi. Other food choices available to students are through a network of vendors on and near the urban campus – such as Whole Foods – that accept funds through the student GWorld card. Answers in this survey are related to the Sodexo-run facilities only. Of these choices, only Pelham Commons provides trays as part of the dining experience. The main dining facility is the J Street venue and the majority of its clientelle is comprised of Freshman students, roughly 2,500 people.

**List the year the program was started:**
Sept. 1, 2011

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

**The percentage of meal plan meals served on campus that are trayless:**
71

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

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

**The website URL where information about the program is available:**
GW does not have a traditional dining program, rather, there are a few central eateries managed by Sodexo. These include J Street, GDub Java, Pelham Commons and Zebi. Other food choices available to students are through a network of vendors on and near the urban campus – such as Whole Foods – that accept funds through the student GWorld card. Answers in this survey are related to the Sodexo-run facilities only.

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

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

Yes

**A brief description of the vegan dining program:**

GW has numerous venues in which vegan options are offered on a daily basis. Pesto, Greenfield's, Thyme, Bamboo, and Metro Diner offer daily vegan options in the central eateries provided by Sodexo.

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

http://www.gwcampusdining.com/
Trans-Fats

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

Yes

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

Sodexo Company does not use trans-fats in GW campus dining services.

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

http://www.gwcampusdining.edu/
Guidelines for Franchisees

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Pre-Consumer Food Waste Composting

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Submission Note:

Pelham Commons is a small dining venue on Mount Vernon that serves food in a retail-environment.

GW does not have a traditional dining program. Rather, there are a few central eateries managed by Sodexo. Other food choices available to students are through a network of vendors on and near the urban campus – such as Whole Foods – that accept funds through the student GWorld card.

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

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

A brief description of the pre-consumer food waste composting program:
The Sodexo kitchen operated at the Pelham Commons cafeteria at the university's Mount Vernon Campus is the only kitchen that currently participates in pre-consumer food waste collection.

We are currently exploring extending the practice at the Foggy Bottom main campus in 2014.

The overall percentage of meals for which pre-consumer scraps are composted:
100

The percentage of meal plan meals for which pre-consumer scraps are composted:
0

The percentage of retail facility meals for which pre-consumer scraps are composted:
100

The percentage of conference meals for which pre-consumer scraps are composted:
0

The website URL where information about the composting program is available:
PostConsumer Food Waste Composting

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

A brief description of the postconsumer food waste composting program:

GW comports at designated events, usually in collaboration with the Office of Sustainability. At roughly ten events per year composting is available. These include large catered events and sporting concessions.

As part of GW’s Ecosystems Enhancement Strategy, GW began piloting post-consumer composting at the Pelham Commons dining facility in the spring semester of 2013. GW is collaborating with Sodexo and student organizations to provide the necessary training and education to ensure that staff and students are effectively composting. GW will be piloting post-consumer composting on the main campus, most likely in the Marvin Center in fall semester of 2013.

The percentage of overall meals for which postconsumer composting is available:
2

The percentage of meal plan meals for which postconsumer composting is available:
0

The percentage of retail facilities for which postconsumer composting is available:
5

The percentage of conference meals for which postconsumer composting is available:
5

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

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

On April 5, 2013, student member and volunteers for the GW chapter Food Recovery Network (FRN) collected their first prepared food donation from a Sodexo-managed kitchen in our J-Street food complex. Since that time, the FRN has collected and donated foods from additional events outside of GW’s Sodexo dining venues.

This was the first of many weekly recoveries to occur here at GW. Although the GW Food Recovery Network is student run and still in development, the Office of Sustainability fully endorses the effort and sees its connection to the Campus-wide Ecosystem Enhancement Strategy goals for food waste reduction.

The website URL where information about the food donation program is available:

http://www.foodrecoverynetwork.org/
Recycled Content Napkins

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

A brief description of the purchasing behavior:
We provide recycled content napkins in all our dining venues.

The website URL where information about the purchasing is available:
http://gwcampusdining.com/sustainability/environment.html
Reusable Container Discounts

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Reusable To-Go Containers

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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 warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

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

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</table>
Building Energy Consumption

Responsible Party

Doug Spengel
Manager, Energy and Environment Program
Operations

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

http://innovation.gwu.edu/building-energy-efficiency

Energy use in existing buildings comprises 80 percent of the university’s GHG emissions. In the first years of implementing the Climate Action Plan, GW has prioritized improving building energy efficiency and enhancing IT systems that result in energy use reductions.

GW’s Eco Building Program provides a comprehensive capital improvement plan to strategically implement energy and water conservation projects in campus buildings. Implementation of this program will result in a reduction of energy and water consumption and greenhouse gas emissions, and will produce short-term and long-term financial savings. Through these projects, GW aims to reduce energy use from the buildings by 15%.

Within the last 3 years, 30% of GW’s buildings (by square footage) have undergone an energy-efficiency oriented retrofit as part of the Eco Building Program. That trend is poised to continue in the coming years, with capital projects already scheduled.

"---" indicates that no data was submitted for this field
Total building energy consumption, 2005:
945,910 MMBtu

Building space, 2005:
6,996,136 Gross Square Feet

Total building energy consumption, performance year:
803,561 MMBtu

Building space, performance year:
7,235,716 Gross Square Feet

List the start and end dates of the energy consumption performance year:
7/1/2012 - 6/30/2013
Clean and Renewable Energy

Responsible Party

Doug Spengel
Manager, Energy and Environment Program
Operations

Criteria

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

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

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

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

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

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

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

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

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

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

\[ 1 \text{ kWh} = 0.003412 \text{ MMBtu} \]

\[ 1 \text{ MWh} = 3.412 \text{ MMBtu} \]

\[ 1 \text{ therm} = 0.1 \text{ MMBtu} \]
Submission Note:

With the main campus located in a dense urban area, on-site clean energy generation and carbon sequestration options are limited. However, GW is committed to leveraging its urban campuses in the District of Columbia and its Northern Virginia campus to pilot innovative green energy generation and sequestration options that can help reduce carbon emissions, both for the university directly and for its community.

New discoveries, equipment and systems for green energy and carbon sequestration are emerging at a rapid pace, but require testing and improvements. The university is using its campuses as testing grounds for new technologies and integrate the performance of these options into learning and research opportunities for students and faculty as appropriate. As part of this innovation strategy GW targets a 1,000 MTCO2e reduction in its emissions by 2025 through use of on-campus clean energy sources. Additionally, the university aims to produce 10 percent of its energy needs through on-site low-carbon technologies by 2040.

Many contributors to the GW carbon footprint are out of the university’s direct control. As a single player in a complex system GW realizes it cannot reach carbon neutrality independently or in isolation of other entities affecting carbon emissions for the D.C. area. The university is forging partnerships with other institutions in the Washington, D.C. community to both achieve GW’s own targets and assist the region in reducing its carbon emissions as well. The university is working with partners to decrease the carbon intensity of the its electricity fuel mix.

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

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

Option 2: Non-electric renewable energy generated:
934 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:
2,584 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
2,584 MMBtu
Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:

0 MMBtu

Total energy consumed during the performance year:

803,561 MMBtu

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

The university has several signs that are lighted at night using solar energy collected and stored during the day, that are not counted in the figures in this section. A photovoltaic panel array above a walkway, known as the Solar Walk, is now in use between two buildings at the Virginia Science and Technology Campus. However, the metering equipment on this PV array was not reliable until late in the fiscal year 2013 so these figures were excluded from those shown above.

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

The university installed its first solar hot water system in March 2011 on a residence hall at 2031 F St. During the summer of 2011 the university installed two more solar hot water heating systems on residence halls at 1959 E St and Ivory Tower. Production from all three of these systems is included in the fiscal year 2012 figures shown above.

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

The university purchased some RECs from local and/or nationwide wind energy farms.

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

RECs were purchased as a component of LEED certification for several new construction projects. A few RECs were also donated by an energy supplier.

A brief description of cogeneration technologies deployed:

None are in use at this time but construction has begun on a new unit on the Foggy Bottom Campus that is expected to start-up in late 2014.

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

http://gwtoday.gwu.edu/aroundcampus/threesolarthermalsystemsinplaceatgw
Timers for Temperature Control

Responsible Party

Andy Ludwig
Energy & Environmental Project Coordinator
Facilities Services

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

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

A brief description of the technology used:

GW has begun to use Coris Outlet Modules, which are Internet-controlled packaged A/C unit ("window shaker") timers. Programmable thermostats are also employed.

The percentage of building space (square footage) with timers for temperature control:
0.20

The website URL where information about the practice is available:
Lighting Sensors

Responsible Party

Andy Ludwig
Energy & Environmental Project Coordinator
Facilities Services

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

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

Yes

A brief description of the technology used:

The most common type of occupancy sensor used to control lighting on campus is a dual-technology sensor that detects both motion or sound. These are usually mounted into ceilings of public spaces such as classrooms and conference rooms. In smaller rooms such as public bathrooms a sensor detects motion to bring lights on and then the lights go off again a pre-set amount of time later such as 15 minutes. Some daylight sensors are in use in lobbies with a lot of natural light. Most outdoor lighting is controlled by timers or photocells.

The percentage of building space with lighting sensors:

24.30

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

http://pdc.gwu.edu/files/downloads/GW%20Design%20Standards_July%202013_0.pdf
LED Lighting

Responsible Party

Andy Ludwig
Energy & Environmental Project Coordinator
Facilities Services

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

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

Yes

A brief description of the technology used:

At the end of FY11 the university retrofitted the Media and Public Affairs building parking garage lighting with LEDs and occupancy sensors. This parking garage had previously used metal halide lights. This parking garage is the largest LED project on campus but there are others, particularly for outdoor lighting. During FY12 no further LED projects were performed while at least three LED projects were performed in FY13, and statistics associated with these latest three projects are now counted in this section.

The percentage of building space with LED lighting:

2.60

The percentage of parking deck space with LED lighting:

17.70

The percentage of outdoor space that uses LED lighting:

15

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

93

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

http://pdc.gwu.edu/files/downloads/GW%20Design%20Standards_July%202013_0.pdf
Vending Machine Sensors

Responsible Party

Andy Ludwig
Energy & Environmental Project Coordinator
Facilities Services

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

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

A brief description of the technology used:
We currently have “SnackMisers” on two vending machines on campus, which control the energy use of the machines based on motion. We piloted twelve of these products, but it was determined that it is not the best fit for GW's vending machines, so we continue to explore additional options.

The percentage of vending machines with sensors:
0.10

The website URL where information about the institution's use of the technology is available:
http://www.vendingmiserstore.com/p3562/usat_snackmiser_master_unit_ez-install_model_sm170.php
**Energy Management System**

**Responsible Party**

Andy Ludwig  
Energy & Environmental Project Coordinator  
Facilities Services

**Submission Note:**

Energy use in existing buildings comprises 80 percent of the university's GHG emissions. In the first years of implementing the Climate Action Plan, GW has prioritized improving building energy efficiency and enhancing IT systems that result in energy use reductions.

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

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

Yes

**A brief description of the management system:**

The building management system (BMS) currently interconnects 40 buildings with either remote monitoring or control functionality. In terms of the absolute number of buildings with BMSs the coverage is small (~30%) but the buildings with BMSs are the largest buildings on campus so in terms of square footage (or energy usage) the BMS coverage is extensive. The BMS primarily monitors and controls space temperatures, humidity, and HVAC functions rather than lighting. Lighting is generally controlled with local occupancy sensors, daylight sensors, or photocells. One building that opened during the past year has its lighting system controls integrated into its BMS.

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

65.20

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

Air-handler supply and return fans, chillers, primary and secondary chilled water pumps, reheat system pumps, and some parking garage exhaust fans.

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

http://pdc.gwu.edu/files/downloads/GW%20Design%20Standards_July%202013_0.pdf
Energy Metering

Responsible Party

Doug Spengel
Manager, Energy and Environment Program
Operations

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

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

A brief description of the metering system:

Electric and natural gas coming into all university-owned buildings is metered. Most campus buildings are separately metered although a few adjoining buildings sometimes share a meter. The only buildings where electric and natural gas use is not tracked are those where the university is one of many tenants. Most meters are owned and maintained by local electric and natural gas distribution companies while a few submeters owned by the university are also used. In the few buildings where No. 2 heating oil or diesel fuel is used these deliveries are also carefully measured.

The percentage of building space with energy metering:
100

The website URL where information about the metering system 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>
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<tr>
<th>Credit</th>
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<td>Integrated Pest Management</td>
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</tbody>
</table>
Integrated Pest Management

Responsibility Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

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

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

The size of the campus grounds:
7.50 Acres

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

A brief description of the IPM plan(s):

The George Washington University Integrated Pest Management Plan
1. The Integrated Pest Management (IPM) Plan for GW grounds applies to the entire campus grounds.
3. Applicability- This applies to all cultivated grounds on all GW campuses.
4. All 7.5 acres of the Foggy Bottom campus grounds are covered by our IPM plan.

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

Responsible Party

Ronda Chapman-Duer  
Sustainability Project Facilitator  
Division of Operations

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

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

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

GW released a groundbreaking Ecosystems Enhancement Plan in Spring 2012. This plan includes targets and goals for increasing and enhancing biodiversity on campus. GW is committed to enhancing the biological richness/diversity of the campus and is targeting to create design guidelines around outdoor space that are habitat friendly and promote non-invasive plants. The university plans to:

1) Conduct a habitat assessment (through classes)
2) Encourage native/adaptive/non-invasive/drought-resistant plantings and pro-habitat landscaping practices using the following criteria for plantings - appearance, adaptability, security and survivability
3) Partner with local NGOs to raise awareness about local urban ecosystems, indigenous species and preservation tactics. (E.g. Casey Trees)
4) Reduce the number of annuals planted
5) Place more bird houses around campus
6) Encourage use of systemic and pre-emergent pesticides
7) Encourage use of natural predators to manage pests
8) Connect campuses to green ways within the region

The GW Office of Sustainability works closely with the GW Grounds team on enhancing the sustainability of the landscaping on campus. At the time of submission the Office is working with stakeholders on campus to draft a grounds policy to layout a framework for plant selection. This policy aside, the Grounds Team is very attune to using native and adaptive plants on campus already, and often prioritizes them over invasive species. In addition, in conjunction with a GW student and apiarist, the team planted pollinator friendly plants on campus during Earth Week designed to help provide additional food for the apiaries on campus.

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

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

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

GW's campus is in the heart of downtown Washington, DC. As such opportunities to protect and preserve wildlife habitat are at a premium. However, GW is committed to serving as a model of urban sustainability and as such is working to create and protect spaces on campus to enhance biodiversity. There are multiple examples of these types of efforts.

The first is the GW Ecosystems Plan which lays out goals and targets to enhance biodiversity on campus. GW plans on using its landscaping techniques and space planning to ensure biodiversity on campus.

The second are the two gardens on GW's campuses. The GroW garden on Foggy Bottom is just steps from the State Department and in the heart of bustling DC. The garden provides a welcome respite for animals and biodiversity in the area.

The third is the two bee colonies on GW's campus. One apiary is located on the rooftop of the biology building on Foggy Bottom and Professor Hartmut Doebel and his research assistants provide a home for them helping to restore much-needed pollinators to the area. In conjunction with this project the students worked with the GW Grounds team to plant a pollinator-friendly garden during Earth Week to help provide more habitat and food sources for bees in the area.

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

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
No

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

GW has taken the first steps towards achieving the Tree Campus USA recognition in 2014. In the meantime, GW has a longstanding partnership with Casey Trees, a local non-profit dedicated to promoting tree canopy in the District. As part of this partnership, GW hosts tree-watering interns during the summer to help maintain tree health, has conducted tree inventories on campus to better understand tree composition on campus and has planted numerous trees on campus. As an urban campus, GW is limited by how many trees it can plant by DC law and code, but works hand-in-hand with district agencies to advocate for additional low-impact development projects.

The website URL where information about the program, policy, or practice is available:
Snow and Ice Removal

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

Yes

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

When absolutely necessary, and when human safety is in question, GW applies Landscapers Choice with Calcium Magnesium Acetate (CMA). CMA is an alternative deicer that has fewer environmental impacts than road salt.

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

Landscape Waste Composting

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

A brief description of the composting or mulching program:
On-site composting is currently performed in two locations on the main campus. The first location is behind 2109 F Street where two composters are used for grass clippings and leaves from the surrounding green space. The second location is the on-site community garden near Ross Hall where a composter is used for the garden waste.

The percentage of landscape waste that is mulched or composted onsite:
5

The percentage of landscape waste that is mulched or composted off-site:
90

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

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

### Credit

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

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

GW does not have a policy to only purchase computer devices with an EPEAT standard, but in practice most machines we purchase are models listed as EPEAT gold level. For non-computer devices, Energy Star rated items are suggested and purchased in virtually all situations.

This initiative directly impacts goals and targets set forth in The George Washington Ecosystems Enhancement Strategy, which was released November 2012. This Strategy calls for the university to source products that reduce the impact on biodiversity, climate and water. As a large urban university, GW purchases a significant volume of products to support its faculty, staff and student community. Sourcing raw material inputs, processing and manufacturing paper and transporting it to GW impacts natural, human and economic capital on a global scale.

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

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

Yes

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

http://procurement.gwu.edu/sites/procurement.gwu.edu/files/downloads/November%202011%20News_1.pdf
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Through GW's Ecosystems Enhancement Strategy, the university commits to drafting procurement strategies that emphasize sourcing energy efficient, lower carbon footprint, and/or non-ozone depleting products, including EPEAT designated products.

While not a formal policy, as part of our Procurement Office's "Quick Tips", if an office must purchase new (or used) appliances and equipment (printers, copiers, microwaves, etc.), purchasers at the university are recommended to only purchase EnergyStar or EPEAT certified models.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?
No

Expenditures on EPEAT Gold desktop and laptop computers and monitors:
---

Expenditures on EPEAT Silver desktop and laptop computers and monitors:
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Total expenditures on desktop and laptop computers and monitors:
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Cleaning Products Purchasing

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Submission Note:

This initiative directly impacts goals and targets set forth in The George Washington Ecosystems Enhancement Strategy, which was released November 2012. This Strategy calls for the university to source products that reduce the impact on biodiversity, climate and water. As a large urban university, GW purchases a significant volume of products to support its faculty, staff and student community. Sourcing raw material inputs, processing and manufacturing paper and transporting it to GW impacts natural, human and economic capital on a global scale.

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

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

Yes

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


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

George Washington University has contracted its housekeeping management through ARAMARK as its primary housekeeping service manager. As part of this contract ARAMARK exclusively uses Green Seal certified cleaning practices, which have been used on campus
GW and ARAMARK are in the process of transitioning all of its purchased cleaning products used on campus to "blue cleaning" products that substitute electrically activated water (EAW) for chemicals used previously in its green products. Please refer to the link above to learn more about ARAMARK's blue cleaning program, and the health and environmental benefits it offers beyond those of existing green cleaning products. Additional links are provided below on the specific blue cleaning technology implemented to date on GW campuses.

In FY13, we made our most significant investment in using blue cleaning EAW solutions in lieu of Green Seal, chemical-based cleaning products. To date GW has installed 6 Orbio machines (http://www.tennantco.com/am-en/equipment/innovations/innovations/5000-sc) and 20+ ec-H2O machines (http://www.tennantco.com/am-en/equipment/Innovations/Technology/ec-h2o) to process tap water into a electrically charged blue cleaning water solution. In addition, GW implemented microfiber cleaning at its Mt. Vernon and Virginia campuses to cut down on use of chemicals and paper-based cleaning cloths/towels. Such measures have reduced GW’s total expenditures on cleaning products by more than $15,000 (%35%) relative to FY12.

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

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**
27,571 US/Canadian $

**Total expenditures on cleaning products :**
27,571 US/Canadian $

**A copy of the sections of the cleaning contract(s) that reference certified green products:**
Aramark Cleaning Contract.pdf
Office Paper Purchasing

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

Submission Note:

This initiative directly impacts goals and targets set forth in The George Washington Ecosystems Enhancement Strategy, which was released November 2012. This Strategy calls for the university to source products that reduce the impact on biodiversity, climate and water. As a large urban university, GW purchases a significant volume of products to support its faculty, staff and student community. Sourcing raw material inputs, processing and manufacturing paper and transporting it to GW impacts natural, human and economic capital on a global scale. In addition to the sustainable paper procurement initiative, eco-friendly procurement strategies are targeted for electronics and water by 2015.

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

The URL where the recycled paper policy, directive, or guidelines are posted:
http://gwtoday.gwu.edu/gw-switches-recycled-paper-0

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

GW's Office of Sustainability and Procurement Department have partnered to implement a sustainable paper procurement initiative. Beginning in 2013, virgin (0% recycled content) paper was removed from iBuy, GW’s online system for ordering the university’s most commonly purchased products. Instead, users have the choice between paper comprised of 30%, 50% and 100% recycled fiber content.
When GW personnel log in to its iBuy purchasing system, only those office and copy paper products with 30% or greater recycled content are available for purchase. The vast majority of all paper purchased at GW is made via iBuy.

To help offices choose which paper is best for them, a balanced scorecard tool for paper purchasing has been created that provides users with additional information on environmental and social characteristics of paper processing so that the purchase decision can be made on sustainability attributes in addition to traditionally used price and quality dimensions. The scorecard evaluates paper products by economic, environmental and social factors, such as meeting fair labor standards.

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

Yes

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

379.21 US/Canadian $

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

95,912.97 US/Canadian $

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

5,965.77 US/Canadian $

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

0 US/Canadian $

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

58,480.50 US/Canadian $

**Total expenditures on office paper:**

263,026.17 US/Canadian $
Vendor Code of Conduct

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

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

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

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

Yes

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

http://procurement.gwu.edu/gw-supplier-code-conduct

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

---

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

The George Washington University is committed to conducting its procurements in an ethical, legal and socially responsible manner. The University expects its suppliers to share this commitment and, therefore, has established this Supplier Code of Conduct. All University suppliers must meet the following minimum requirements in order to do business with the University.

Compliance with Laws, Regulations and Published Standards

All suppliers to GW must comply with all applicable laws, codes or regulations of the countries, states and localities in which they operate. This includes, but is not limited to, laws and regulations relating to environmental, occupational health and safety, and labor practices. In addition, University suppliers must require their suppliers (including temporary labor agencies) to do the same.

Environmental Practices

All suppliers to GW shall comply with all environmental laws and regulations applicable to their operations worldwide. Such compliance shall include, among other things, the following items:
-Obtaining and maintaining environmental permits and timely filing of required reports
-Proper handling and disposition of hazardous materials
-Monitoring, controlling and treating discharges generated from operations

Occupational Health and Safety Practices

All suppliers to GW are expected to provide their employees with a safe and healthy working environment in order to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of the supplier. Suppliers shall, among other things, provide:

-Occupational health and safety training
-A system for injury and illness reporting
-Medical treatment and/or compensation to injured/ill workers arising as a result of working for supplier
-Machine safeguarding and other protective measures to prevent injuries/illnesses to workers
-Clean and safe facilities

Labor Practices

All suppliers to GW are expected to adopt sound labor practices and treat their workers fairly in accordance with local laws and regulations. In addition, suppliers must comply with the following standards:

Freely Chosen Employment - Suppliers shall not use any forced labor, whether in the form of prison labor, indentured labor, bonded labor or otherwise.
No Child Labor - Suppliers shall comply with local minimum working age laws and requirements and not employ child labor.
Minimum Wages - Suppliers shall provide wages for regular and overtime work and benefits that meet or exceed legal requirements.
Working Hours - Suppliers shall not require workers to work more than the maximum hours of daily labor set by local laws.
No Harsh, Inhumane Treatment or Abuse - Suppliers shall treat each employee with dignity and respect. In no event shall Supplier's workers be subject to threats of violence, physical punishment, confinement or other form of physical, sexual, psychological or verbal harassment or abuse.
No Discrimination - Suppliers shall not discriminate in its employment practices on the basis of race, color, religion, sex, age, physical disability, national origin, creed or any other basis prohibited by law.
Freedom of Association - Suppliers shall recognize and respect the rights of its workers to organize in labor unions in accordance with local labor laws and established practices.

Ethical Business Practices

All suppliers to GW are expected to conduct their businesses in accordance with the highest standards of ethical behavior and in accordance with applicable laws and regulations. Suppliers are expected to conform to these requirements in each of the following areas:

Fair Trade Practices - Suppliers shall not engage in collusive bidding, price fixing, price discrimination or other unfair trade practices in violation of antitrust laws.
Bribery, Kickbacks and Fraud - No funds or assets of the supplier shall be paid, loaned or otherwise disbursed as bribes, "kickbacks", or other payments designed to influence or compromise the conduct of the University.
Foreign Corrupt Practices Act - While laws and customs vary throughout the world, all suppliers must comply with foreign legal requirements and United States laws that apply to foreign operations, including the Foreign Corrupt Practices Act. The Foreign Corrupt Practices Act generally makes it unlawful to give anything of value to foreign government officials, foreign political parties, party officials, or candidates for public office for the purposes of obtaining or retaining business.

University Policies and Procedures - Suppliers must comply with the University's published policies and procedures, including, but not limited to, the University's Conflict of Interest and Procurement Code of Ethics policies.
Intellectual Property Rights - Suppliers shall respect the intellectual property rights of others, especially the University, its affiliates and business partners. Suppliers shall take appropriate steps to safeguard and maintain confidential and proprietary information of the University and shall use such information only for the purposes specified for use by the University. Suppliers shall observe and respect all University patents, trademarks and copyrights and comply with all requirements as to their use as established by the University. Suppliers shall not transmit confidential or proprietary information of the University via the internet unless such information is encrypted in accordance with minimum standards established by the University.

Export Sanctions and Terrorism Activities

All suppliers to GW must abide by all economic sanctions or trade embargoes that the United States has adopted, whether they apply to foreign countries, political organizations or particular foreign individuals and entities. Suppliers should not directly or indirectly engage in or support any terrorist activity. Neither suppliers nor any of their affiliates, nor any officer or director of the supplier or any of its affiliates, should be included on any lists of terrorists or terrorist organizations compiled by the United States government or any other national or international body, including but not limited to: (i) the U.S. Treasury Department's Specially Designated Nationals List, (ii) the U.S. State Department's Terrorist Exclusion List, (iii) the United Nations List Pursuant to Security Council Resolution 1390 (2002) and Paragraphs 4(B) or Resolution 1267(1999) and 8(C) of Resolution 1333 (2000), and (iv) the European Union List Implementing Article (2)(3) of Regulation (EC) No. 2580/2001 on Specific Restrictive Measures Directed Against Certain Persons and Entities with a View to Combating Terrorism.

Unauthorized Solicitations

All suppliers to GW must comply with all guidelines issued by the University relating to access to University facilities, offices and departments, and employees. No Supplier shall use the University's computer system, including its electronic mail system and internet site, for the purpose of sending unsolicited electronic mail messages to the University community. Suppliers are not permitted to use the University's intramural mail system for unauthorized solicitation to employees. Suppliers must receive prior written authorization from the University's Chief Procurement Office to hold on-campus trade shows, exhibits, or product demonstrations.

Monitoring and Compliance

All suppliers to GW must conduct audits and inspections to insure their compliance with this Supplier Code of Conduct and applicable legal requirements. If a supplier identifies areas of non-compliance, the supplier agrees to notify the Purchasing Services Department as to its plans to remedy any such non-compliance.

The University or its representatives may engage in monitoring activities to confirm Supplier's compliance to this Supplier Code of Conduct, including on-site inspections of facilities, use of questionnaires, review of publicly available information, or other measures necessary to assess supplier's performance. Any University supplier or University employee that becomes aware of violations of this policy is obligated to notify the Purchasing Services Department. Based on the assessment of information made available to the University, The George Washington University reserves the right (in addition to all other legal and contractual rights) to disqualify any potential supplier or terminate any relationship with any current supplier found to be in violation of this Supplier Code of Conduct without liability to the University.
Historically Underutilized Businesses

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

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

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

Yes

A brief description of how the institution meets the criteria:

Per GW's Standard Terms & Conditions (for supplier contracts):

Section C5. Supplier Diversity Initiative Program (MBE/WBE).

The University voluntarily maintains a Supplier Diversity Initiative Program as part of its efforts to increase participation of minority and women vendors (MBE/WBE). GW seeks to achieve this goal through primary and second-tier suppliers. All primary suppliers must submit a plan with their bids, indicating how they intend to use minority and women vendors as their second-tier suppliers. Each plan will be evaluated based on good-faith efforts and will consider the following factors:

-- Availability of minority/women vendors who can supply the goods and services requested in the bid documents
-- Competitiveness of the prospective second-tier suppliers.

The use of local minority and women-owned businesses strengthens our commitment to the local community. In all cases, however, it is expected that the vendors meet the criteria relating to price, service, and delivery. Supplier diversity will be one, but not the sole, consideration in all contract awards. Ultimately it will be left to the discretion of the primary supplier as to which second-tier suppliers it uses. When a contract is awarded, the supplier is required to maintain its second-tier effort and to submit monthly reports on its progress.

The website URL where information about the program, policy, or practice is available:
http://www.financeoffice.gwu.edu/procurement/Documents/PDF/termsandcond.pdf
Local Businesses

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

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

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

Yes

A brief description of the program:

In April, 2014 GW signed the Real Food Challenge, which commits the university to purchasing 20% "real food" by 2020. GW has worked with its food service provider - Sodexo - to source more locally grown food, among other things, to meet the pledge. Students, Office of Sustainability staff, and Sodexo staff are currently engaged in efforts to source additional local food.

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

http://www.realfoodchallenge.org/
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.

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Campus Fleet

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

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

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

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

Submission Note:

All full electric vehicles are Cushman Titan electric work vehicles model years 1985-2005.

All E85 or higher ethanol fueled vehicles are all Flex Fuel vehicles.

Majority of campus bus fleet are operated under contract by independent service providers, not the university, and as such are not considered part of the university’s official fleet. The fleet consists of vehicles owned, leased, and/or operated directly by the university.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
1

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

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

100 percent electric vehicles in the institution’s fleet: 22

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG): 0

Hydrogen fueled vehicles in the institution’s fleet: 0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year: 0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year: 18

Total number of vehicles in the institution’s fleet, including all of the above: 106
Student Commute Modal Split

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

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

Submission Note:

To facilitate transportation between GW's three campuses (Foggy Bottom, Mount Vernon, and Virginia), GW operates the Vern Express which runs between the Mount Vernon Campus and the Foggy Bottom Campus, the Virginia Shuttle which transports people between the Virginia Science and Technology Campus (VSTC) to the Foggy Bottom Campus, and offers a free shuttle (the West Falls Church Express) to and from the West Falls Church Metro station to GW's VSTC. These shuttle and bus services for students, faculty, and staff help reduce vehicle miles traveled per capita by reducing reliance on via single occupancy vehicles (SOVs) as a primary mode of transit. Portions of this service are open to members of GW's community neighbors as well.

"More sustainable commuting options" interpreted as all means of transportation other than commuting to campus via single occupancy vehicle.

The commuting data do not include student travel to/from campus at the beginning/end of each semester. In early 2010, GW performed a comprehensive transportation survey of each population (students, staff, and faculty), to improve upon the 2005 data used in our initial FY2008 GHG inventory. The data for the FY2010 inventory are based on this new survey and improves data accuracy. The survey was distributed in February 2010 to faculty, staff, and students University-wide (including the Foggy Bottom Campus, Mount Vernon Campus, and Loudon Campus). The purpose of the survey was to determine the travel characteristics and patterns of faculty, staff, and students. One questionnaire was provided for faculty and staff and one questionnaire was provided for students. The survey closed in March 2010. The survey was distributed electronically to 800 faculty, 1,300 staff and 6,000 students. A total of 1,032 faculty and staff responded, while 2,130 students responded. Numbers extrapolated were done so to the best of our understanding of the data being requested for STARS vis-a-vis the data surveyed in the report.

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

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

86.50

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

13.50
The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
57.50

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
1.50

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
26.50

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
1

The website URL where information about alternative transportation is available:
http://transportation.gwu.edu/transportation-services
Employee Commute Modal Split

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

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

Submission Note:

"More sustainable commuting options" interpreted as all means of transportation other than commuting to campus via single occupancy vehicle.

The commuting data do not include student travel to/from campus at the beginning/end of each semester. In early 2010, GW performed a comprehensive transportation survey of each population (students, staff, and faculty), to improve upon the 2005 data used in our initial FY2008 GHG inventory. The data for the FY2010 inventory are based on this new survey and improves data accuracy. The survey was distributed in February 2010 to faculty, staff, and students University-wide (including the Foggy Bottom Campus, Mount Vernon Campus, and Loudon Campus). The purpose of the survey was to determine the travel characteristics and patterns of faculty, staff, and students. One questionnaire was provided for faculty and staff and one questionnaire was provided for students. The survey closed in March 2010. The survey was distributed electronically to 800 faculty, 1,300 staff and 6,000 students. A total of 1,032 faculty and staff responded, while 2,130 students responded. Numbers extrapolated were done so to the best of our understanding of the data being requested for STARS vis-a-vis the data surveyed in the report.

Employee modal splits reflect a weighted average of independent faculty and staff transportation survey responses based on the respective FTE of each campus population. For the reported fiscal year (FY13), the approximate faculty-to-staff ratio is 1-to-3, respectively.

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

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

62.20

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

37.80
The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
13.30

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
7.50

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
41.40

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

The website URL where information about alternative transportation is available:
http://transportation.gwu.edu/transportation-services
Bicycle Sharing

**Responsible Party**

Shannon Ross  
Stakeholder Engagement Coordinator  
Office of Sustainability

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

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

Yes

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

In partnership with Capital Bikeshare, a program run through the city of Washington DC, GW currently offers 50 bicycles to staff and students in two locations on campus. There are an additional 55 bicycles also through this program available within a short walk from campus. The GW stations are some of the busiest in the bikeshare network.

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

http://capitalbikeshare.com/
Facilities for Bicyclists

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

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

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

A brief description of the facilities:
Yes. The university maintains several facilities for bikers on campus. The university has 131 racks, 603 spaces. As new buildings come online, the university is integrating more secured bike storage and additional racks. Future storage facilities will include a bike repair station as well. In fall 2011, the Office of Sustainability partnered with the GW Health and Wellness Center to offer a shower-pass program to the university's gym. This program provides discounted semester-long gym membership to the gym to cyclists and pedestrian commuters to use the shower and locker facilities.

The website URL where information about the program, policy, or practice is available:
http://transportation.gwu.edu/bicycles-0
Bicycle and Pedestrian Plan

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:

- The University seeks to create a bicycle and pedestrian friendly campus by providing access to bicycle racks throughout the campus. In addition to plans for providing free, publicly accessible bicycle racks throughout its campuses, GW promotes additional bicycling commuting options available on its Foggy Bottom campus, such as Capital BikeShare.

- The University’s 2007 Foggy Bottom Campus Plan and associated Streetscape Plan create a “sense of place” and walkability on the campus by acknowledging and reinforcing the different campus streets and providing signage, sidewalks and open spaces and pathways that enhance the pedestrian experience.

- Beyond bicycling, as part of both GW’s Ecosystems Enhancement Strategy and Climate Action Plan, the university commits to encouraging zero and low carbon commuting options. For example, GW has telecommuting opportunities for staff offices in each GW campus and helps facilitate access to alternative lower carbon commuting options (relative to single occupancy vehicle travel) including Washington Metropolitan Area Transit Authority (WMATA) rail and bus lines, carpooling, rideshare, free student and staff shuttles, etc.

The website URL where information about the plan is available:
Mass Transit Programs

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Submission Note:

Additional information on GW transportation and parking programs available online at
http://transportation.gwu.edu/fact-sheets
and
https://transportation.gwu.edu/

WMATA SmartBenefits Program:
http://www.wmata.com/business/employer_fare_program/

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

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

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

GW offers pre-tax SmartBenefits to all employees for use on DC metro area bus and rail public transportation services. SmartBenefits is a convenient program that lets employers assign the dollar value of employees' monthly commuting benefits directly to the employees' SmarTrip cards. 1,299 of GW's 6,837 full- and part-time employees (approximately 19%) participate in the SmartBenefits program.

With a their SmarTrip cards, enrolled GW employees can use their SmartBenefits on Metrorail, Metrobus, DC Circulator, ART (Arlington Transit), CUE (Fairfax City), Fairfax Connector, Loudoun County Commuter Bus Service, PRTC (Potomac and Rappahannock Transportation Commission) OmniRide, Ride On (Montgomery County), DASH (Alexandria) and TheBus (Prince George’s County).

To facilitate transportation between GW's three campuses (Foggy Bottom, Mount Vernon, and Virginia), GW operates the Vern Express which runs between the Mount Vernon Campus and the Foggy Bottom Campus, the Virginia Shuttle which transports people between the Virginia Science and Technology Campus (VSTC) to the Foggy Bottom Campus, and offers a free shuttle (the West Falls Church Express) to and from the West Falls Church Metro station to GW's VSTC.

These shuttle and bus services for students, faculty, and staff help reduce vehicle miles traveled per capita by reducing reliance on via single occupancy vehicles (SOVs) as a primary mode of transit. Portions of this service are open to members of GW’s community neighbors as well.
In addition, GW's University Police Department operates a shuttle that runs from dusk until dawn to help members of the GW community move safely throughout the Foggy Bottom Campus, as well as the surrounding areas.

The website URL where information about the program is available:

https://transportation.gwu.edu/
Condensed Work Week

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

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

A brief description of the program:

GW offers compressed worked schedules, arrangements that allow a full-time staff member to work 40 hours in less than 5 working days (exempt and non-exempt) or work an 80 hour two week work period during 9 days and have the tenth day off (exempt only).

The website URL where information about the program is available:
http://hr.gwu.edu/compressed-work-schedules
Telecommuting

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:

Yes. GW's Climate Action Plan laid out a commitment to expand and explore telecommuting options on campus. There are several telecommuting pilots running on campus as well as a cohort of consistent telecommuters.

As part of GW's Ecosystems Enhancement Strategy, GW is working to reduce the university's total carbon footprint. One tactic for doing so is to promote video/teleconferencing options wherever available for regularly scheduled staff meetings.

The website URL where information about the program is available:
http://www.gwu.edu/hr/colonialcommunity/worklife/fwa/tel_intro.html
Carpool/Vanpool Matching

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Submission Note:

NuRide:
www.nuride.com

Commuter Connections & Guaranteed Ride Home:
www.commuterconnections.org

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

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

Yes

A brief description of the program:

To promote carpooling, the GW NuRide program connects GW commuters from around the DC area. The GW community also has access to both the Commuter Connection and Guaranteed Ride Home programs. Details on each are outlined below.

GW has partnered with NuRide, a flexible ridesharing program that encourages and rewards carpooling. The free program serves GW employees at the Foggy Bottom, Mount Vernon and Virginia Campuses. Users can sign up for one ride or for recurring rides, commuting, errands or other travel needs. Registered “riders” earn reward points for each carpool ride found on the NuRide site. Reward points can be redeemed online for retail gift cards, discounts, and event tickets.

GW residents can also join the Commuter Connections ridematching program, which allows individuals to find others who live and work nearby, have similar work schedules, and are interested in carpooling and/or vanpooling to and from work. Commuter Connection’s ridesharing technology allows users to view an interactive and comprehensive list of all potential ridesharing partners in their area. In addition, Commuter Connections grants GW staff, students, and faculty access to its Guaranteed Ride Home (GRH) service, which provides up to four free taxi rides home per year for registered commuters who take public transportation, carpool, walk, and bike to work.

GW's enrollment in NuRide and Commuter Connections/GRH are part of a collective ongoing to promote more sustainable transportation options to and from campus.

The website URL where information about the program is available:
Cash-out of Parking

Responsible Party

Robert Defendini
Executive Director
Transportation and Parking Services

Submission Note:

Because of the multitude of public transit options at GW, it has not been relevant to offer a cash out for parking spaces.

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

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

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

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

A brief description of the program:

The GW Parking Office provides carpoolers with a discounted monthly parking rate.

As of February 2014, registered carpoolers with GW's Parking Office pay $210 per month instead of the standard $275 per month to park on the Foggy Bottom Campus, and $115 per month instead of the standard $175 per month to park on the Mount Vernon Campus. A carpool is defined by GW as two or more employees sharing a vehicle. Parking fees are paid via payroll deduction.

The website URL where information about the program is available:
http://transportation.gwu.edu/staff-rates
Local Housing

Responsible Party

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

GW adheres to the District of Columbia's anti-idling legislation. To reduce these emissions, the District has implemented a law to limit engine idling. The District's engine idling law is one of the strictest in the country. With a few exceptions, motor vehicles powered by gasoline or diesel are not allowed to idle for more than three minutes while the vehicle is parked, stopped or standing. Some exemptions apply:

- Private non-commercial passenger vehicles are exempt
- When temperatures are below 32 degrees Fahrenheit, vehicles may idle for no more than five minutes
- Engines may idle when they are necessary for the operation of power takeoff equipment such as dumping beds, cement mixers, refrigeration systems, content delivery equipment, winches, or shredders

Any person or organization owning or operating a vehicle seen violating this regulation will be issued a civil infraction ticket for $1000 for a first-time violation. Once a company is convicted of violating the engine regulation, the fine on subsequent idling tickets will be double the amount of the previous fine. Historically, the most frequent violators of the engine idling regulation in the District are tour buses, delivery vehicles, construction vehicles, taxi cabs, and solid waste hauling trucks.

GW monitors shuttle buses and other drivers on campus to ensure compliance with this policy.

The website URL where information about the policy is available:
http://ddoe.dc.gov/service/engine-anti-idling-law
Car Sharing

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Submission Note:

Zipcar registration:
www.zipcar.com/gwu

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

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

A brief description of the program:

GW has partnered with ZipCar to provide car sharing services for its faculty, staff, and students for rental vehicles on an hourly basis. Currently spaces for 8 ZipCars are located throughout GW’s Foggy Bottom Campus. A variety of vehicle options are available, and gas and insurance are included in rental fees. On campus one car is available to rent for anyone 18 and over on 23rd and Virginia Ave., while the remainder cars are available for anyone 21 and over. GW students, staff, and faculty can join at a reduced annual rate of $25 with no application fee.

The website URL where information about the program, policy, or practice is available:
http://transportation.gwu.edu/public-transportation
Waste

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

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Waste Reduction

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

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

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

Weight of materials recycled, 2005 baseline year :
585 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

Weight of materials disposed as garbage, 2005 baseline year :
3,378 Tons

Weight of materials recycled, performance year :
1,004 Tons

Weight of materials composted, performance year :
7.30 Tons

Weight of materials disposed as garbage, performance year :
3,066 Tons

List the start and end dates of the waste reduction performance year:
July 1, 2012 to June 30, 2013

On-campus residents, 2005:

Non-residential/commuter full-time students, faculty, and staff members, 2005: 12,415

Non-residential/commuter part-time students, faculty, and staff members, 2005: 9,975

On-campus residents, performance year: 7,707

Non-residential/commuter full-time students, faculty, and staff members, performance year: 13,497

Non-residential/commuter part-time students, faculty, and staff members, performance year: 10,276

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
July 1, 2012 to June 30, 2013

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

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

GW commits to reviewing its impact on and dependence on ecosystems locally, regionally, and globally, and to make a plan to enhance ecosystem services in these regions. GW commits to becoming a Zero Waste campus in the long-term, and aims to increase recycling to 50% by 2017 and to reduce litter on campus. Tactics proposed to achieve these goals include: expanding composting, updating and expanding recycling and waste infrastructure on campus, piloting new technologies, exploring new vendor options and increasing education and awareness.

GW will also expand on its successful Green Move Out program. In 2012, Green Move-Out collected about 90,000 pounds of clothing, shoes, and bedding—more than 3,600 bags, each weighing about 25 pounds. More than 5,000 pounds of nonperishable food were collected, in addition to 57 boxes of books, weighing 35 pounds each. Students also donated large household items—34 televisions, eight futons and numerous small lamps, vacuum cleaners and shelving units.

GW also has installed 15 BigBelly Solar trash compactors on campus, including 9 combination units that accept both trash and recycling. These compactors not only reduce the frequency of trash and recycling removal, they increase recycling capacity, reduce litter on campus, and conserve energy required to remove trash and recycling.

The website URL where information about the institution’s waste reduction initiatives is available:
http://sustainability.gwu.edu/waste-recycling
Waste Diversion

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

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

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:
1,310 Tons

Materials disposed in a solid waste landfill or incinerator:
3,066 Tons

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

As part of the GW Ecosystems Enhancement Strategy, GW commits to reviewing its impact on and dependence on ecosystems locally, regionally, and globally, and to make a plan to enhance ecosystem services in these regions. GW commits to becoming a Zero Waste campus in the long-term, and aims to increase recycling to 50% by 2017 and to reduce litter on campus. Tactics proposed to achieve these goals include: expanding composting, updating and expanding recycling and waste infrastructure on campus, piloting new technologies, exploring new vendor options and increasing education and awareness.

GW has a comprehensive waste diversion program that includes recycling of containers, paper, cardboard, construction materials, e-waste as well as reuse of furniture. GW runs a pilot composting program in Pelham Commons at the Mount Vernon Campus. Current studies are underway to investigate the feasibility of bringing composting to our Foggy Bottom facilities.

GW is aware that a serious amount of plastic waste is caused by disposable water bottles. That’s why the university is working to reduce the number of disposable water bottles purchased by GW. In 2013, the Office of Sustainability provided durable, reusable water bottles to 2,400 students for the annual Freshman Day of Service event. The Office has also worked with internal and external caterers to eliminate disposable water bottles at event and instead provide refillable water coolers.

In addition, GW will build on its successful Green Move Out program - an annual event that takes place when students leave the campus for the summer. Last year, Green Move-Out collected over 20 tons of clothing, shoes, and household items to be distributed or donated to local community organizations. Part of this effort also includes non-perishable food donations and books - both of which are donated to a...
local food bank and literacy program, respectively.

The Green Office Network is the primary faculty and staff sustainability engagement program. The Office of Sustainability can help facilitate a conversation and better practices amongst the university faculty and staff. The purpose is to improve awareness, build community and empower staff to make positive, healthy changes, including on waste diversion.

GW participates in Recyclemania, a national program that promotes waste reduction on college campuses by universities competing against one another to reduce waste, and increase recycling and composting. As part of this competition at GW, students conduct an annual waste sort to increase awareness of Recyclemania. Trash collected on campus is spread across a public site on campus, and students sort the trash and remove recycling. In 2012, GW recycled 307,196 pounds of waste during the 8 week competition.
Construction and Demolition Waste Diversion

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:
6,000 Tons

Amount of construction and demolition materials landfilled or incinerated:
900 Tons

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

For each of our four LEED (Gold) certified buildings, the contractors diverted over 75% of the construction and demolition waste from landfills or incineration. GW requires all new construction and major renovation projects to divert a minimum of 75% of all construction waste.

As part of GW's Ecosystems Enhancement Strategy, the university works with Campus Development and Procurement to ensure that guidelines for responsible disposal of construction debris are clearly highlighted in contracts with vendors.
Electronic Waste Recycling Program

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Part 1

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

Part 2

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

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

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

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

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

eAsset Solutions is committed to environmentally friendly recycling and workplace safety; our practices go above and beyond state and federal regulations adhering to a much more rigorous standard developed by R2 Solutions. Please see the attached PDF, "Why choose an R2 recycler". Every certified R2 recycler has been rigorously audited by an independent third party auditor that evaluates each recycler in more than 50 areas of operational and environmental performance. These areas include, but are not limited to, ensuring that e-waste is recycled responsibly, workers safety is protected, and environmental standards are met. Regarding e-waste recycling and environmental standards - all of eAsset Solutions downstream partners (where our processed material goes for further refinement) have been audited and also must comply and be certified with either R2 or e-Stewards. In addition, eAsset Solutions and all of its vendor partners must also comply with an approved Environmental Management System such as ISO 14001 and/or The Recycling Industry Operating Standard (RIOS). eAsset Solutions is ISO 14001 Certified.
A brief description of the electronic waste recycling program for institution-generated materials:

GW community members can submit a FixIt ticket to request removal of GW owned electronics such as printers (with paper removed), PC's, CRT monitors, laptop computers, hard drives, networking equipment, telephones and other office e-waste from Foggy Bottom, Mount Vernon, and VSTC locations. The DivOps Transportation Services team will pick up these items and deliver them to the Sea-Crate behind the Support Building.

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

There are four collections bins on campus where students can deposit electronic equipment to be recycled. The materials are collected by our Facilities staff and distributed with the other electronic waste generated by the campus community.

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

http://sustainability.gwu.edu/waste-recycling
Hazardous Waste Management

**Responsible Party**

**Ronda Chapman-Duer**  
Sustainability Project Facilitator  
Division of Operations

**Criteria**

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

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

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

Yes

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

GW has policies and programs in place to minimize the production of hazardous waste, and disposes of all hazardous, universal, and non-regulated chemical waste in a responsible manner with a preference towards recycling or re-purposing of all materials. Hazardous chemical waste is sorted and shipped to a licensed disposal facility where waste with the ability to be recycled is re-purposed or reused. All other hazardous waste is incinerated. Other waste is recycled: waste oil, batteries, and CFL light bulbs. Waste minimization programs include efforts to retrofit fixtures to accept more environmentally-conscious light bulbs, and the elimination of oil-based paint where possible.

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

GW uses licensed contractors, haulers, and receiving facilities to ensure compliance with all applicable DC and Federal regulations. Our insurance provider requires disposal standards that exceed Federal regulations and prohibit off-shore disposal of hazardous waste.

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

http://www.gwu.edu/safety/health/
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
Yes

A brief description of the program:
GW's Reuse Program continues to grow both internally and externally. We distribute office supplies throughout the university in an effort to replenish outdated materials, divert materials from landfills, and be fiscally sustainable.

Currently, the university is exploring the implementation of a campus-wide policy that would require all users to first obtain materials from the exchange program prior to procuring materials from an outside vendor.

Any materials not kept within the university are donated to local charities and non-profits as a means to support their missions and better the realities of those in need.

The website URL where information about the program is available:
https://facilities.gwu.edu/relocation-recycling-and-reuse
Limiting Printing

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

A brief description of how printing is limited:
GW does not provide any free printing for students.

The website URL where information about the program, policy, or practice is available:
---
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

In general, all of our academic information is provided online. It is only when limited, special courses occur that we provide materials in print.

The website URL where information about the practice is available:

---
Chemical Reuse Inventory

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Move-In Waste Reduction

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

A brief description of the program:
The university has run a program called Green Move-In for several years, to follow-up on its Green Move-Out program. The Green Move-In program encourages students to move to campus using a list of packing tips aimed at increasing their use of reusable packaging materials rather than one-time-use materials. Once students arrive, the program recycles as much cardboard as possible from the residence halls.

The website URL where information about the program is available:
http://living.gwu.edu/greenliving/GreenMoveIn/
Move-Out Waste Reduction

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

A brief description of the program:

A well-established and award-winning program called Green Move-out is conducted each year. The objective is to collect a wide-variety of items (e.g., food, bedding, clothes) that students would otherwise leave behind in their residence hall rooms as waste and to transfer them off campus to many charities in an organized manner. The university attempts to track in a quantitative way what is collected through this program to contribute to the campus diversion rate.

During the academic year 2012/13 GW collected over 40,000 pounds of reusable goods from students leaving campus for the summer. More than 150 student and staff volunteers helped to make this effort a success. Entering the 8th year of Green Move-Out, GW hopes to continue the legacy.

The website URL where information about the program is available:
http://living.gwu.edu/green-move-out
Water

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

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</table>
Water Consumption

Responsibility Party

Doug Spengel
Manager, Energy and Environment Program
Operations

Criteria

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

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

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

Water consumption, 2005 baseline year:
269,085,137 Gallons

Water consumption, performance year:
264,100,247 Gallons

List the start and end dates of the water consumption performance year:
July 1, 2012 through June 30, 2013

On-campus residents, 2005:
7,295

Non-residential/commuter full-time students, faculty, and staff members, 2005:
12,415

Non-residential/commuter part-time students, faculty, and staff members, 2005:
9,975

On-campus residents, performance year:
7,707

Non-residential/commuter full-time students, faculty, and staff members, performance year:
13,497

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
July 1, 2011 through June 30, 2012

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

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

GW is committed to reducing its potable water footprint and negative impact on our watershed. On Earth Day 2011, GW revealed its water footprint and announced its targets around water sustainability. The GWater Plan is one of the most comprehensive plans for water sustainability issued by a university, with eight clear goals and targets spanning across four major focus areas – potable water, rainfall capture, wastewater and bottled water.

Potable Water: Reduce total potable water consumption by 25% over 10 years from FY08 baseline
Adapt water saving infrastructure in campus facilities
Reuse all retained stormwater for greywater systems, cooling towers and irrigation by 2021
Encourage water conservation through programs such as Eco-Challenge and the Green Office Program

Rainfall Capture: Capture rainwater that falls on our campus -- zero run-off
Increase permeable space by 10% over 10 years from FY11 baseline
Pilot new technologies to harvest rainwater
Create rainfall capture & sequestration sites around campus

Wastewater: Reduce the amount of contaminants going into our campus waste water system -- zero pollution
Educate GW community on impacts of litter on our watershed
Promote responsible disposal of pharmaceuticals and other pollutants
Partner with local organizations that protect the surrounding watershed

Bottled Water: Reduce the use of bottled water on campus
Reduce direct expenditure on bottled water in university procurement by half over five years from FY11 baseline
Ensure all new constructions incorporate in-line filtration systems
Engage GW community to 'Take back the tap' and promote the use of reusable water bottles

GW has launched the Eco Building Program as a means for reaching water and GHG goals. The Eco Building Program provides a comprehensive capital improvement plan to strategically implement energy and water conservation projects in campus buildings. Implementation of this program will result in a reduction of energy and water consumption and greenhouse gas emissions, and will produce short-term and long-term financial savings.

The website URL where information about the institution’s water conservation initiatives is available:
http://sustainability.gwu.edu/water-sustainability
Stormwater Management

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Part 1

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

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

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

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

Part 2

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

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

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

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

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

Three storm water goals from the GWater Plan are as follows: 1) Use GW campuses as test beds for new water reclamation technologies to reduce potable water consumption; 2) Capture rainwater that falls on GW campuses aiming for zero run-off, and 3) 10 percent absolute increase in permeable space over 10 years from FY11 baseline.
4) By 2021 reuse all retained stormwater for greywater systems, cooling towers, and irrigation.

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

Does the institution have a living or vegetated roof?:
Yes

A brief description of the institution's living or vegetated roof:
The University's first green roof was installed on the Elliott School building (1957-1959 E St) in October 2008. It is approximately 1,600 square feet (sf) in size. In 2011 GW added 2,685sf of green roof at Ames Hall and 20,900sf at the building complex on Sq 54. The university has added a 1,200sf green roof at GW's Law Learning Center, designed 5,850sf of green roof at the Milken Institute of Public Health in 2014, and 10,150sf of green roof on the future Science and Engineering Hall to open in 2015. There is also a small green roof on the President's house.

Does the institution have porous paving?:
Yes

A brief description of the institution's porous paving:
Much of the university's property is located in an urban area, with city-owned asphalt streets and impervious concrete sidewalks. The university has been making its own sidewalks more permeable and plans to continue to do so. The GWater Plan calls for a 10 percent absolute increase in permeable space over 10 years from an FY11 baseline. There are also porous pavers in the LEED Sustainable Site on GW's campus (see below for more detail) on Square 80.

Does the institution have retention ponds?:
No

A brief description of the institution's retention ponds:
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Does the institution have stone swales?:
No
A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

No

A brief description of the institution's vegetated swales:

---

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

Yes

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

The university also has a certified LEED Sustainable Site which was a former parking lot, now a green space, with a rain water collection system and rain barrels to irrigate the grass and plants, and for source water for a fountain. As part of the project planning and management process, the GW Operations Team seized the opportunity to make GW’s urban campus even more environmentally friendly. They embarked on a process to create a plaza in the interior middle of the city block (Square 80) between the surrounding buildings. The vision was to create a space that would be beautiful, enjoyable, and acts as an urban resource that protects the Potomac Watershed. Permeable brick pavers include an under-tray system used to collect rainfall. Three below-ground cisterns totaling 33,000 gallons hold the rainwater. Runnels capture non-permeable hard-scape run-off and direct it into tree pits and planters. Rooftop water is diverted from adjacent buildings into the cistern system. Where parking is required by zoning laws, Grass-Pave™ is installed and planted with Buffalo grass. All plantings are native (70%) and adapted (30%) species, further reducing water demand. The fountain draws from the cistern system, and auto shuts-off when the water supply runs low.

Stormwater management devices have been required in Washington, DC for new development projects since the mid-1990s. The university has 13 buildings using a total of 14 stormwater treatment devices. In addition to the treatment system, some of these also include large storage basins similar to storage ponds but located below grade rather than on grade. All of them slow the rate at which stormwater enters the sewer system and they remove solids from the stormwater before discharge.

The GW Law Learning Center has two cisterns (8k gallon and 15k gallon) in place. Two new construction sites, The Milken Institute for Public Health and Science and Engineering Hall, GW will be reclaiming stormwater from roof drains for use in flushing toilets and urinals and for cooling tower make-up.
Waterless Urinals

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

Yes

A brief description of the water metering employed:

Water coming into all university-owned buildings is metered. Most campus buildings are separately metered although a few adjoining buildings sometimes share a meter. The only buildings where water use is not tracked are those where the university is one of many tenants. Most meters are owned and maintained by local water distribution companies while a few submeters owned by the university are also used.

The percentage of building space with water metering:

100

The website URL where information about the practice is available:

---
Non-Potable Water Usage

Responsibility Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Submission Note:

As part of GW's Ecosystems Enhancement Strategy, the university will reuse all retained stormwater for greywater systems, cooling towers, and irrigation by 2021.

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

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

Yes

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

The university has several on-campus gardens that use rain barrels to collect rain water for reuse in the gardens. For one large building the university uses untreated ground water for irrigation.

The university also has a certified LEED Sustainable Site which was a former parking lot, now a green space, with a rain water collection system and rain barrels to irrigate the grass and plants, and for source water for a fountain. As part of the project planning and management process, the GW Operations Team seized the opportunity to make GW’s urban campus even more environmentally friendly. They embarked on a process to create a plaza on Square 80 that would be beautiful, enjoyable, and acts as an urban resource that protects the Potomac Watershed. Permeable brick pavers include an under-tray system used to collect rainfall. Three below-ground cisterns totaling 33,000 gallons hold the rainwater. Runnels capture non-permeable hard-scape run-off and direct it into tree pits and planters. Rooftop water is diverted from adjacent buildings into the cistern system. Where parking is required by zoning laws, Grass-Pave™ is installed and planted with Buffalo grass. All plantings are native (70%) and adapted (30%) species, further reducing water demand. The fountain draws from the cistern system, and auto shuts-off when the water supply runs low.

The GW Law Learning Center has one 6,000 gal cistern and one 15,000 that are being used to irrigate the Center's surrounding property.

In addition, The newly constructed Milken Institute School of Public Health was built to capture 8,796 gallons of graywater for reuse in all bathrooms for flushing, within the building that make up approximately 4,682 square feet in total, making up 28% of the buildings square footage.

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

5

The percentage of building space using water from recovered, reclaimed or untreated sources:
The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
0

The website URL where information about the program, policy, or practice is available:
http://sustainability.gwu.edu/water-sustainability
Xeriscaping

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

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

A brief description of the program or practice:
As part of GW's Ecosystems Enhancement Strategy, the university will promote non-invasive/drought-resistant/adaptive/native plants on university grounds, using the following criteria for plantings-- appearance, adaptability, security, and survivability.

The seven principles of Xeriscaping are a central part of the landscape planning at GWU. Proper water usage, plant selection, and cultural practices are essential for the success of any urban landscape. Large scale irrigation systems and areas requiring frequent watering are not efficient on a campus with large amounts of foot traffic, so proper planning and appropriate plant selection is essential.

Example: Outside of the entrance of Lisner Hall, there is a very shallow, dry planting bed. The building eaves, large existing trees, depth of the planting bed, and ambient heat radiating from the concrete vault surrounding the bed were all taken in consideration when planning this planting. Previously, plantings required consistent irrigation to thrive, requiring the use of additional water and employee time. The solution was to fill the shallow, well drained beds with Prickly Pear Cactus (Optunia ssp), an incredibly tough Southwest US native cactus. The cactus thrive in the dry heat, require little care, flower prolifically, and have since been used to acquire cuttings to establish cactus beds in similar dry, hot areas, especially on the south side of buildings with large overhangs that block all precipitation. This is an example of using a species best adapted to the area being planted to reduce water and labor input.

The website URL where information about the program or practice is available:
https://sustainability.gwu.edu/sites/sustainability.gwu.edu/files/downloads/2_5_13_xeriscaping_on_campus.pdf
Weather-Informed Irrigation

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
No

A brief description of how weather data or sensors are used:
By using native and adaptive species of plant material, GW has eliminated in-ground irrigation in our LEED projects. GW anticipates the installation of weather sensors in the one lawn area (green) within the next year.

The website URL where information about the practice is available:
---
Coordination and Planning

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

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Sustainability Coordination

Responsible Party

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

Criteria

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

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

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

Does the institution have a sustainability committee?:

Yes

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

GW has demonstrated its commitment to sustainability by convening a Board of Trustees Committee on Sustainability. The Committee on Sustainability of the Board of Trustees advises and assists the university in fostering its responsibilities concerning sustainability issues in its research, academic, and operational realms.

Members of the committee, including affiliations:

- George A. Coelho (Chair) Managing Director, Good Energies, (UK) LLP
- Richard W. Blackburn, Retired Executive Vice President General Counsel and Chief Administrative Officer, Duke Energy
- Christopher J. Bright, Historian
- Lee Fensterstock, Chairman & CEO, Fensterstock Associates
- John Gaffney, Partner at Gibson, Dunn & Crutcher LLP
- Gary Granoff, Chairman, Ameritrans Capital Corporation
- Gerald Lazarus, Professor of Dermatology, Johns Hopkins Bayview Medical Center, Founder of the Johns Hopkins Wound Center
- Linda Rabbitt, Chairman & CEO, Rand Construction Corporation

Faculty and administrative staff who currently report to the Committee on Sustainability of the GW Board of Trustees include Lou Katz, Executive Vice President and Treasurer
Steve Lerman, Provost and Executive Vice President for Academic Affairs, A. James Clark Professor of Civil and Environmental Engineering
Meghan Chapple-Brown, Director, Office of Sustainability, Division of Operations and Senior Advisor on University Sustainability Initiatives
Kathleen Merrigan, Director, GW Sustainability Institute
Lisa Benton-Short, Academic Program Director for Sustainability, and Associate Professor of Geography
William Dean, Associate Vice President for Development

The website URL where information about the sustainability committee is available:
http://trustees.gwu.edu/committees.cfm?id=1028

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Office of Sustainability opened in January 2009, following the completion of the Task Force Report on Sustainability. The Task Force, convened by President Knapp upon his arrival at the university, provided a series of recommendations on sustainability to the university, creating an Office of Sustainability was one of their top priority areas. The office provides a strategic home for sustainability initiatives on campus, and the office works in partnership with many stakeholders on campus to advance our work.

The number of people employed in the sustainability office:
5

The website URL where information about the sustainability office is available:
http://www.sustainability.gwu.edu/

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Meghan Chapple

Sustainability coordinator's position title:
Director, Office of Sustainability, Division of Operations and Senior Advisor on University Sustainability Initiatives

A brief description of the sustainability coordinator’s position:
The Director of the Office of Sustainability leads a team to provide centralized support and leadership for the advancement of GW’s sustainability mission to create systems that are healthy and thriving for all, long into the future. The Office does this by helping with tasks such as:
- Setting sustainability goals
- Supporting others at GW with the integration of activities into their current work (including curricular and research strategy, energy usage, new buildings, procurement, water use and waste, transportation, land use / ecosystems)
- Engaging with students to better serve their interests, provide service-learning, and build momentum on student projects
- Facilitating partnerships between the university and external leaders on initiatives and events – non-profit organizations, multi-lateral organizations, business, local and national government, funders, peer institutions, others
- Helping to identify resources for sustainability efforts and sharing best practices across the university
- Identifying and incubating sustainability projects that don’t yet have a “home” in the university

GW’s Office of Sustainability works closely with many departments on campus such as facilities, services, and campus planning, campus development and construction who lead the design and construction, and facilities operation and maintenance work. In addition, the Office of Sustainability supports and partners with other divisions ranging from the president’s office and the provost’s office, to food and dining, procurement, investment, finance, development, student activities as well as various schools to integrate sustainability into the fabric of the organization.

The Director also acts as Senior Advisor on University Sustainability Initiatives to institution leaders including the President, Provost, Executive Vice President and Treasurer, Vice President Development and Alumni Relations, and the Vice President for Research. GW has launched a pan-university effort that integrates sustainability across the curriculum, research, practice (campus and business practice), and outreach. As Senior Advisor, her role is to help GW become a leader in sustainability across these areas. She works closely with the Academic Director of the university-wide effort.

**The website URL where information about the sustainability coordinator is available:**

http://sustainability.gwu.edu/contact-us
Strategic Plan

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

Submission Note:

The George Washington University released its strategic plan in 2013. It reflects aspirations to provide a unique, rigorous education to every GW student and to secure our position as one of the world’s premier research universities. GW’s strategic plan calls for actions that build on four major themes uniting activities across the entire university: innovation through cross-disciplinary collaboration; globalization of our educational and research programs; expansion of our programs that focus on governance and policy in the public and private sectors; and an emphasis on infusing the ideas of citizenship and leadership into everything we do. Sustainability as a concept to create systemic solutions that provide healthy and thriving natural resources for all, cuts across these four themes. Sustainability in the form of research, curriculum, practice and outreach is a critical priority focus area for the university as it implements the strategic plan.

The cross-disciplinary, pan-university, sustainability minor is the first manifestation of GW’s priority to create a more unified undergraduate educational experience, as outlined in the strategic plan. Additionally, the GW Office of the Vice President for Research has made sustainability one of the eight cross-disciplinary institutes that undertakes research in new fields as part of the strategic plan.

As part of the implementation of its strategy plan, GW is positioning itself to be the premier university on policy and governance for sustainable systems through research, teaching, practice, and outreach.

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

Year the strategic plan or equivalent was completed or adopted:
2,012

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:
Yes
A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

The George Washington University strategic plan "Vision 2021" addresses environmental, social, and economic dimensions of sustainability as an integral part of the future of the world, and thus the university. Social, environmental, and economic issues are cited throughout the plan as problems that the institution is equipping GW graduates and researchers to address. Referencing the rise of globalization and the changes in global demographics as drivers the higher education sector, the plan points out that nations around the world are struggling to address major social, economic, and environmental issues. GW’s Strategic Plan recognizes these trends, and seeks to prepare its students to work effectively with people from diverse countries and cultures, and to appreciate diverse belief systems.

In addition to the environmental, social, and economic aspects of sustainability framing the overall plan, the university-wide sustainability minor is cited as a exemplary manifestation of the main themes of the strategic plan. These include:

» innovation through cross-disciplinary collaboration
» globalization of our educational and research programs
» expansion of our programs that focus on governance and policy in the public and private sectors
» emphasis on infusing the ideas of citizenship and leadership into everything we do

The plan also points out that sustainability (inclusive of environmental, social and economic dimensions) is a priority area to be addressed in creating cross-disciplinary research institutes that bring together faculty and students from multiple disciplines to address complex questions and problems.

Finally, the plan references sustainable design in its own infrastructure as key to expanding GW’s role as a model institutional citizen for the greater Washington, D.C., area.

Clearly, all three dimensions of sustainability are at the heart of GW's university-wide strategy.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

The George Washington University strategic plan "Vision 2021" addresses environmental, social, and economic dimensions of sustainability as an integral part of the future of the world, and thus the university. Social, environmental, and economic issues are cited throughout the plan as problems that the institution is equipping GW graduates and researchers to address. Referencing the rise of globalization and the changes in global demographics as drivers the higher education sector, the plan points out that nations around the world are struggling to address major social, economic, and environmental issues. GW’s Strategic Plan recognizes these trends, and seeks to prepare its students to work effectively with people from diverse countries and cultures, and to appreciate diverse belief systems.

In addition to the environmental, social, and economic aspects of sustainability framing the overall plan, the university-wide sustainability minor is cited as a exemplary manifestation of the main themes of the strategic plan. These include:

» innovation through cross-disciplinary collaboration
» globalization of our educational and research programs
» expansion of our programs that focus on governance and policy in the public and private sectors
» emphasis on infusing the ideas of citizenship and leadership into everything we do
The plan also points out that sustainability (inclusive of environmental, social and economic dimensions) is a priority area to be addressed in creating cross-disciplinary research institutes that bring together faculty and students from multiple disciplines to address complex questions and problems.

Clearly, all three dimensions of sustainability are at the heart of GW's university-wide strategy. Specifically, in relation to the social dimension, GW's strategic plan has a focus on citizenship demands committed service to local, national, and global communities. Through our academic and cocurricular programs, we need to reinforce the idea that success is measured not solely in terms of individual or national economic well-being but also in terms of how each person, community, or country contributes to the greater good. The service opportunities we offer students must be learning experiences that link to the other curricular and cocurricular elements of the education we provide. The plan outlines how GW needs to develop more courses that promote critical thinking about how ethical decisions are made, what citizenship means, and how to lead effectively and imaginatively. The plan also points out how GW needs to expand our role in the larger community as a forum for thought and debate about citizenship and leadership.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

The George Washington University strategic plan "Vision 2021" addresses environmental, social, and economic dimensions of sustainability as an integral part of the future of the world, and thus the university. Social, environmental, and economic issues are cited throughout the plan as problems that the institution is equipping GW graduates and researchers to address. Referencing the rise of globalization and the changes in global demographics as drivers in the higher education sector, the plan points out that nations around the world are struggling to address major social, economic, and environmental issues. GW’s Strategic Plan recognizes these trends, and seeks to prepare its students to work effectively with people from diverse countries and cultures, and to appreciate diverse belief systems.

In addition to the environmental, social, and economic aspects of sustainability framing the overall plan, the university-wide sustainability minor is cited as an exemplary manifestation of the main themes of the strategic plan. These include:

- innovation through cross-disciplinary collaboration
- globalization of our educational and research programs
- expansion of our programs that focus on governance and policy in the public and private sectors
- emphasis on infusing the ideas of citizenship and leadership into everything we do

The plan also points out that sustainability (inclusive of environmental, social and economic dimensions) is a priority area to be addressed in creating cross-disciplinary research institutes that bring together faculty and students from multiple disciplines to address complex questions and problems.

Clearly, all three dimensions of sustainability are at the heart of GW's university-wide strategy.

The plan points out that excessive exploitation of natural capital is in part due to increased industrialization and a more globalized economy. To create a more sustainable future around the world, it is essential that graduates and researchers are equipped to navigate the global economy and to generate solutions suited to such connectivity. This will require them to be able to manage global organizations and govern across political boundaries. The actions of GW’s strategic plan are based on the need for researchers and graduates to develop public and business solutions that are affordable in nature and global in scope. It also calls for the university to generate technological solutions to address resource constraints in order to drive economic growth and social change.
The website URL where information about the strategic plan is available:

http://provost.gwu.edu/strategic-plan
Physical Campus Plan

Responsible Party

Nancy Giammatteo
Director, Office of Planning and Design Review
Division of Operations

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

The GW Campus Plan refers to many aspects of sustainability including stormwater, tree plantings, green buildings, and walk-ability. For example, the GW Campus Plan requires all new construction or major renovations to meet LEED Silver certification at a minimum.

The year the physical campus plan was developed or adopted:
2,007

The website URL where the physical campus plan is available:
http://neighborhood.gwu.edu/campus-planning
Sustainability Plan

Responsible Party

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

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

Submission Note:

Ecosystems Enhancement Strategy:

Climate Action Plan:

GWater Plan:

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

In Spring 2012 GW launched its ecosystems strategy, which rolls up GW’s climate (“Climate Action Plan”) and water (“GWater Plan”) plans, and other actions into a systems approach to sustainability.

All three plans were developed using a formal stakeholder input process. The Office of Sustainability gathered input and feedback from students, faculty (across disciplines), staff (across divisions), and external experts on all three plans. Senior leaders at GW also reviewed the plans, as well as the Board of Trustees Committee on Sustainability. Stakeholder feedback helped the authors set realistic, yet ambitious goals. The authors have continued to engage these stakeholders through working groups for the implementation of the plans.
For each plan, internal and external stakeholders were consulted in developing the targets and goals. These groups included internal constituents such as GW Division of Operations (Facilities Services, Campus Planning and Design Review, Construction Project Management), Student Academic Support Services (GW Housing, Student Activities), Office of Procurement, Provost’s Office and External Relations. In addition external groups ranging from the DC government, federal government and thought leaders were consulted in plan development.

**A brief description of the plan’s measurable goals:**

The purpose of the ecosystems strategy is to evaluate ecosystem services and set organizational targets to address GW’s impact and dependence on ecosystem services, and the organization’s position to mitigate risks and seize opportunities. Ecosystem services are the benefits that people get from nature such as water purification, climate regulation, pollination, and aesthetics.

After reviewing best practice on ecosystems services, the Office of Sustainability team determined that these six services were most relevant to GW:

1. Strengthen habitat and optimize natural space
2. Promote healthy air and climate
3. Foster clean and abundant fresh water
4. Support sustainable food production systems
5. Optimize waste decomposition and treatment
6. Encourage a natural urban environment that helps enhance physical, mental & social well-being

GW commits to reviewing its impact on and dependence on ecosystems locally, regionally, and globally, and to make a plan to enhance ecosystem services in these regions.

**Highlights from Goals**

- GW commits to enhancing the biological richness of the campus, and will start by drafting guidelines for outdoor space that are habitat friendly.
- GW commits to increase food sustainability by working with on campus vendors to promote green practices and to increase the transparency of our food sources.
- GW commits to sourcing products that reduce its impact on biodiversity, climate and water, and will start by drafting sustainable procurement policies for three major purchase categories (e.g. paper, electronics, water, etc.) by 2017.
- GW will develop a framework for integrating sustainability trends and issues into evaluation of strategic investment opportunities and risks, and will start by developing a policy for proxy voting by 2014.
- GW commits to becoming a Zero Waste campus in the long-term, and aims to increase recycling to 50% by 2017 and to reduce litter on campus.
- GW commits to connecting students and the GW community to the wealth of local natural areas through service projects and outings (e.g. Green Campus Walking Tours, treks to Chesapeake area natural areas, and integration of field studies into academic offerings).

In spring 2010, GW released its Climate Action Plan as part of the ACUPCC. The goals of the climate action plan are discussed in a later section, but include 40% greenhouse gas reductions by 2025 and carbon neutrality by 2040.

In spring 2011 GW released a comprehensive plan for water sustainability. The GWater Plan takes a holistic look at our water footprint. GW was one of the first universities to disclose its full water footprint and has set goals and targets to address its water sustainability across its potable water, rainfall capture, water quality and bottled water footprints.

**Potable Water:** Reduce total potable water consumption by 25% over 10 years from FY08 baseline

- Adapt water saving infrastructure in campus facilities
- Reuse all retained stormwater for greywater systems, cooling towers and irrigation
Encourage water conservation through programs such as Eco-Challenge and the Green Office Program

Rainfall Capture: Capture rainwater that falls on our campus -- zero run-off

Increase permeable space by 10% over 10 years from FY11 baseline
Pilot new technologies to harvest rainwater
Create rainfall capture & sequestration sites around campus

Wastewater: Reduce the amount of contaminants going into our campus waste water system -- zero pollution

Educate GW community on impacts of litter on our watershed
Promote responsible disposal of pharmaceuticals and other pollutants
Partner with local organizations who protect the surrounding watershed

Bottled Water: Reduce the use of bottled water on campus

Reduce direct expenditure on bottled water in university procurement by half over five years from FY11 baseline
Ensure all new constructions incorporate in-line filtration systems
Engage GW community to 'Take back the tap' and promote the use of reusable water bottles

A brief description of how progress in meeting the plan’s goals is measured:

Progress in all three plans is measured annually. The progress will be measured and reported through channels such as the GW sustainability report, STARS, and the ACUPCC reporting system for greenhouse gas emissions, and via the office's website.

Sample Projects Signifying Progress to Date:

Several projects on campus have already begun to address our ecosystems footprint.

Square 80 Plaza - This unique water reclamation park captures and retains all water that falls on the site. Through a network of cisterns, runnels, permeable surface and rain barrels, this 3/4 acre site highlights the technological possibilities for managing storm water, thus enhancing the urban environment. The Square 80 plaza is a participant in the SITES pilot program which is developing a certifications for outdoor spaces.

1959 E Street Green Roof - This pilot green roof on the Elliot School was proposed by students, and opened in fall 2008. The roof features hearty sedum plants, which help prevent storm water runoff, promote biodiversity and help combat the urban heat island effect.

GroW Community Garden - The Food Justice Alliance student group manages an urban garden on campus. This garden features native vegetables and plants which require less watering, and the addition of vegetation to the campus provides habitat for animals and helps promote local, organic food. In the 2012 growing season, the GroW Garden donated over 1200 pounds of produce to a local food kitchen in the neighborhood.

The Green Office Network- Through outreach to faculty and staff on campus GW seeks to educate the GW community about their ecosystem impact and how they can reduce their waste, water and climate footprints.

Honeybees and Pollinator Garden - GW is home to an apiary on the main Foggy Bottom campus. This provides a home to Italian honeybees, and a professor in the Biology Department and student assistants conduct research on the health and travel patterns of the bees. In addition, a pollinator friendly garden was planted near the honeybees to help add food sources for them.
Eco-Challenge - Now in its fifth year, this conservation challenge between residence halls encourages students to reduce their electricity and water usage.

Eco-Building - In Fall 2011, the university's Innovation Task Force, a committee launched by President Steven Knapp in 2009 to identify cost savings and new revenue for reinvestment in the university’s top academic priorities, accepted the idea for the Eco-Building Program. The university’s Facilities Services and the Office of Sustainability are implementing and managing the Eco-Building Program on a block-by-block basis throughout the urban Foggy Bottom Campus. The first phase of the program has included making renovations in 12 buildings on the H Street block between 21st and 22nd streets such as replacing or updating old and inefficient heating and cooling systems; installing occupancy sensors, window film and smart power strips; and upgrading to more energy-efficient lighting.

The website URL where more information about the sustainability plan is available:
https://sustainability.gwu.edu/resources

The year the plan was developed or last updated:
2,012
Climate Action Plan

Responsible Party

Mark Ellis
Sustainability Project Facilitator
Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

The university commits to being a carbon neutral institution by fiscal year 2040, and targets a 40% reduction in its carbon footprint across all scopes by fiscal year 2025 (relative to its fiscal year 2008 baseline). GW will reach carbon neutrality by reducing its emissions from buildings, using its campuses as test beds for clean energy sources on-site (with a commitment of at least 10% of energy produced on-site from low carbon technologies), and partnering with other market players to identify solutions to the system-wide problem of sourcing cleaner energy from the grid. These changes will account for at least 80 percent of emissions reduction. The remaining carbon emissions will be mitigated through the purchase of credible, local offsets.

A brief summary of the climate plan’s short-term goals:

The CAP also calls for the university to reduce its on-site carbon emissions from its buildings, transportation, and energy use by 40 percent by 2025. As part of this, GW will aim to reduce at least 1,000 metric tons of CO2e via low carbon energy technologies and at least 1,000 metric tons of CO2e through transportation and commuting initiatives.
Year the climate plan was formally adopted or approved:
2,010

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
1, 2, and 3

The reduction level (percentage) institution has committed to:
100%

The baseline year the institution used in its GHG emissions commitment:
June 30, 2008

The baseline emissions level institution used in its GHG emissions commitment:
128,300 MTCO2e

The target year the institution specified in its GHG emissions commitment:
June 30, 2040

The website URL where information about the climate plan is available:
Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

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Diversity and Equity Coordination

Responsible Party

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

Criteria

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

Submission Note:

www.gwu.edu/diversity

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

Does the institution have a diversity and equity committee?:

Yes

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

The President’s Council on Diversity and Inclusion seeks out ideas, recommendations, and feedback from the broader community. Through collaboration, research, and action, the Council will propose a series of best practices that benefit all members of the GW community, enhance the experience of traditionally underrepresented populations, and cultivate a more inclusive climate for students, staff, faculty and the broader community, of which George Washington is an integral part.

Members of the committee, including job titles and affiliations:

Natalie Milman, Associate Professor, Educational Technology, GSEHD
Timothy Miller, Associate Dean of Students, Center for Student Engagement
Ashwin Narla, President, Student Association
Nichole Proctor, Project Manager, Executive Vice President and Treasurer
Dana Tai Soon Burgess, Chair & Associate Professor, Theatre and Dance
Michael Tapscott, Director, Multicultural Student Services Center (MSSC)
Christy Willis, Director, Disability Support Services
Susan Wood, Associate Professor, Health Policy and Environmental and Occupational Health, SPHHS
Annie Wooldridge, Assistant Provost, Faculty Recruitment & Personnel Relations
The website URL where information about the diversity and equity committee is available:
http://www.gwu.edu/diversity/council-diversity-inclusion.html

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:
The Office of the Vice Provost for Diversity and Inclusion is led by the Vice Provost and consists of the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion and Diversity Initiatives and the GW Tutoring Initiative. The Office of the Vice Provost for Diversity and Inclusion advances equitable and welcoming learning and working environments that foster a culture of inclusive excellence—creativity and innovation through diverse people, ideas and perspectives. The Office engages in activities designed to support and promote the development of citizen-leaders and that improve the capacity of individuals and communities.

The number of people employed in the diversity office:
9

The website URL where information about the diversity and equity office is available:
http://www.gwu.edu/diversity/index.html

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Dr. Terri Harris Reed

Diversity coordinator's position title:
Vice Provost for Diversity and Inclusion

A brief description of the diversity coordinator's position:
Dr. Reed is responsible for advancing an institutional vision of establishing a community that is broadly reflective of the diversity of society. In collaboration with colleagues, Dr. Reed works to reduce institutional and cultural barriers that impede progress towards creating and sustaining an inclusive community. In addition, she plays a leadership role in fostering a climate that values and leverages the benefits of diversity, facilitates understanding across group boundaries, and contributes to GW’s efforts to make the Washington, D.C. area a healthier, more prosperous, and inclusive community.

The website URL where information about the diversity and equity coordinator is available:
Measuring Campus Diversity Culture

Responsible Party

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

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):

Through surveys, focus groups, and formal and informal discussions with students, faculty, staff and alumni, the University has assessed attitudes about diversity and equity on campus. Additionally, the President's Council on Diversity and Inclusion held open forums, with the university President and senior leadership on the main Foggy Bottom campus and the Virginia campus and gathered feedback from over 300 students, faculty, staff, trustees and others from the broader D.C. community.

Year the assessment was last administered:
2,010

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Results of the assessment are being used to develop specific programs and initiatives to improve the University's capacity to increase diversity and retention in student enrollment, faculty, and staff hires, establish resources and programs to educate the University community on the benefits of diversity and inclusion, establish policies and practices to enhance learning environments for students with disabilities, and develop policies and procedures for engaging and securing more diverse suppliers to conduct business with the University.
The website URL where information about the assessment(s) is available:
https://diversity.gwu.edu/sites/diversity.gwu.edu/files/downloads/First_report_of_the_PCDI.pdf
Support Programs for Underrepresented Groups

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

http://ci.gwu.edu/multicultural-student-services-center-mssc
http://gwired.gwu.edu/mssc
http://ode.hr.gwu.edu/emdp
http://www.gwu.edu/hr/colonialcommunity/about/index.html

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

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

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

The University's Multicultural Student Services Center (MSSC) has a variety of support programs in place to support underrepresented groups on campus. MSSC is GW's center for multicultural student communication, community building, and leadership. MSSC collaborates with faculty and major university offices to develop co-curricular and experiential learning opportunities for GW students to support the shaping of a campus climate that welcomes cultural, racial, ethnic, and intellectual diversity. The Center provides peer and professional staff, services, and other resources to support the academic, cultural, social, spiritual and professional growth of students as well as to enhance the retention, inclusion and increase in participation rates of students of color. MSSC sponsors RISE (a peer mentoring program), the Black Men’s Initiative (a program geared to Black males at GW and the development of their complete selves), monthly cultural heritage celebrations, culture-centered activities, brown bag luncheons with faculty, a leadership series, lectures and other events to name a few that support the academic, social, intellectual and spiritual growth of underrepresented groups within the student body.
A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

The office of Faculty Recruitment and Personnel Relations (FRPR) supports the University's continuing commitment to a culturally diverse faculty/librarian workforce and affirmatively promotes inclusive recruitment and employment practices. FRPR provides confidential counseling, coaching, and referrals, as well as coordinates and advises various committees, faculty and administrators on recommendations to improve the quality of professional life of women faculty and people of color.

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

University Human Resources offers a variety of programs that foster participation of underrepresented groups in order to enhance their work experience at GW. The Colonial Community aims to build university-wide cohesion through socializing activities, spirit and affiliation building activities, and opportunities for individuals throughout the university to interact and learn from each other in a variety of team building projects. The Office of Organizational Development and Effectiveness also within University Human Resources offers a number of self-paced online trainings that managers and leaders can take to help them learn and develop a core fund of knowledge and competence about diversity and culture.

The website URL where more information about the programs in each of the three categories is available:

http://ci.gwu.edu/multicultural-student-services-center-mssc
Support Programs for Future Faculty

Responsible Party

Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of 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 to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty :

The University has a formal Opportunity Hiring Initiative that is designed to help hire outstanding individuals who are of special interest to the University, schools and departments and who will advance GW's goal of becoming an even more inclusive and increasingly excellent academic institution. The Initiative aspires to increase the number of diverse faculty by enabling departments to hire the top two candidates from a single search and enabling departments to recruit a senior distinguished scholar.

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

http://provost.gwu.edu/faculty-recruitment-personnel-relations
Affordability and Access Programs

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

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

A brief description of the institution’s participation in federal TRIO programs:

The university has approximately $160 million dollars of institutional funds to help create a diverse student population. GW also participates in the majority of all federal aid programs for undergraduate students that make it accessible and affordable to low-income students.

The undergraduate admissions office partners with the MSSC to coordinate events, such as Colonial Insight and Colonial Connection, to help parents learn about available university resources, as well as to help them develop the knowledge needed to navigate the higher education landscape. The admissions office also works closely with a wide range of local and national community-based organizations to provide programs and activities that target first generation and low income families. Finally, the MSSC hosts pre-college programs for students and parents from public and private schools in the local and regional area, as well as throughout the country targeting large percentages of first generation and low-income students.
The university participates in a program called The High School College Internship Program (HISCIP), which is a partnership with the DC Public Schools (DCPS) and eight colleges in the DC and Maryland area. HISCIP allows for students to take college courses during their senior year of high school. HISCIP offers DCPS students the opportunity to maintain their high school status while enrolling part-time or full-time at a participating college or university. For students accepted into GW, the university pays the tuition cost of each enrolled student.

Currently in its 14th year, The Upward Bound Program in GW’s School of Medicine and Health Sciences (SMHS), offers high school students the opportunity to explore the medicine and the health sciences fields. Additionally, the program offers students general, Department of Education approved core courses, SAT/ACT prep sessions, weekly tutoring, and spring/college tours. Upward Bound participants benefit directly from the time and services of SMHS faculty, staff and students who are working to assist in our mission of targeting students with medical/health science interests and providing opportunities for internships, workshops and increasing career awareness.

**A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:**

GW has adopted a fixed tuition plan/policy for undergraduate students, which guarantees that the academic-year tuition fee upon year of entry will not increase for up to five years of full-time study. This coupled with the university's guarantee of a portion of institutional aid from year of entry for up to five years, helps to stabilize and minimize the cost of attendance for all-students, in particular for low-income students.

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

Through HR, MSSC, and Service Excellence, the university offers limited, but on-going training and workshop for faculty and professional and pre-professional staff working with special populations, such as students from low-income and underrepresented backgrounds. Additionally, we recently initiated a grants program called Innovation in Diversity and Inclusion, where we have received numerous proposals that can be utilized to better serve students from low-income backgrounds.

**A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:**

As mentioned earlier, GW's MSSC sponsors a number of programs to prepare students such as the RISE program, Black Men's Initiative, and partnerships with the University Counseling Center to gain awareness and work-through the challenges of long-term persistence at a predominately white institution (PWI).

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

The George Washington University Stephen Joel Trachtenberg Scholars program offers full scholarships to D.C. students. The SJT Scholars Program aims to provide local students with the opportunity to continue their education and leadership development through professional and civic experiences.

**A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:**
The undergraduate admissions office partners with the MSSC to coordinate events, such as Colonial Insight and Colonial Connection, to help parents learn about available university resources, as well as to help them develop the knowledge needed to navigate the higher education landscape. The admissions office also works closely with a wide range of local and national community-based organizations to provide programs and activities that target first generation and low income families. Finally, the MSSC hosts pre-college programs for students and parents from public and private schools in the local and regional area, as well as throughout the country targeting large percentages of first generation and low-income students.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

As part of its recruitment practices and programming, the office of undergraduate admissions regularly provides information on applying and affordability to all prospective students, parents, and high school counselors. The office seeks to cast a wide net in order to attract as diverse a pool of applicants as possible, which enables GW to enroll a diverse student population. Some examples of admissions outreach efforts include:

• Affordability, scholarship, and financial aid information that is sent to applicants via email.

• Several on campus events in both fall and spring for high school juniors and seniors. Travel grants are provided upon request in the fall, and bus transportation is provided to students from New York City in the spring.

• Partnership with Yes Prep school district in Texas to recruit, admit, and enroll first generation and low-income students.

• A GW hosted information session on the SJT Scholars program for all public, private, and charter schools in D.C. at a neighborhood library.

• Partnerships with several community-based organizations, such as the Center for Student Opportunity, which serves low-income and first generation students. GW is listed in their College Access and Opportunity Guide, which provides scholarship and financial aid information for students.

• Partnership with Chicago Scholars program to offer onsite admissions information and decisions to first generation and low-income students.

• The Admissions staff annually visits 1,200+ high schools throughout the country, including public and charter schools in urban and rural areas that generally have large percentages of first generation and low-income students. We also host several off campus information sessions in these areas.

A brief description of the institution’s other admissions policies and programs:

If students indicate that they cannot afford the application fee, the office of admissions will waive the application fee.

The Office of Admissions routinely reviews/grants request for payment plans to cover the enrollment deposit.

A brief description of the institution’s other financial aid polices or programs:

The overall financial aid policy of the university is as follows. Based on the results of the financial aid application, a determination is made on the amount a family can contribute to the student’s educational expenses. When there is a difference between the familial contribution and our cost of attendance, the university uses both its funding and federal funds to award financial aid to bridge this gap.
difference.

As part of GW’s fix-tuition policy, upon enrollment a portion of a student’s financial need-based award will be guaranteed for all four years. This allows the student and parents to plan their four years of education knowing tuition will not increase and a portion of the need based award will remain the same for all four years. If the “need” increases other funds will be used to address the need of the student/family.

A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:

http://undergraduate.admissions.gwu.edu/
Gender Neutral Housing

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:
Yes

A brief description of the program, policy, or practice:
GW has offered Gender-Neutral Housing (GNH) since 2010. It is our hope that this pilot program will broaden students’ choices and help ensure living arrangements that are welcoming and inclusive for all members of our community. Gender-neutral housing (GNH) allows students of different genders to share the same unit or apartment.

The website URL where information about the program, policy, or practice is available:
http://living.gwu.edu/gender-neutral-housing-pilot-program
Employee Training Opportunities

Responsible Party

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

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

For GW employees, we offer both instructor-led and on-demand resources on the topic of cultural competence. At our annual employee conference, we offer instructor-led sessions, such as Working Across Generations and Promoting Service Excellence Through Diversity Leadership and Effective Cross Cultural Communication. Registration for these sessions is open to all employees. In addition, for employee-learning and professional development throughout the year, we offer a robust online catalog of courses that includes trainings such as Improving Communication in Cross-cultural Relationships and Communicating Across Cultures.

All GW staff are required to take sexual harrassment training. Through case studies and discussion, staff members explore the law and GW's policy on sexual harassment in the workplace. Participants learn to identify various behaviors that may constitute sexual harassment, are updated on recent case law about appropriate responses, and are familiarized with GW offices that respond to complaints about sexual harassment.

GW offers tuition remission to employees and their dependents, paying a percentage of tuition costs for taking classes at GW only. These students (employees, spouse, domestic partner, or children) follow normal university registration procedures to enroll for classes and then submit a Tuition Application form to apply for this benefit.

The website URL where information about the trainings and activities are available:
http://ode.hr.gwu.edu/
Student Training Opportunities

**Responsible Party**

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

---

**Submission Note:**

Cultural Competence and Diversity trainings and activities are provided to a wide range of students, on an informal basis by a number of student leaders, and on a more formal basis primarily by the staff of the Multi Cultural Student Services Center (MSSC). The MSSC staff offers six structured workshops to student groups, student organizations, and to administrative offices that include the following: LGBT Safe Zone, Transgender 101, Religious Life on Campus, Diversity 101, Diversity and Leadership, and Cross Cultural Communication and Competency.

Any student group who has interest can request these workshops throughout the year. Our programs are routinely offered at major university conferences including the Center for Student Engagement Student Leadership Symposium, and the student and staff centered Service Excellence Conference. The students and student groups who have participated annually are those who: are most engaged in campus life; have roles in organizations that require a higher level of cultural communication and competency; are major role models for other student leaders; are the most impactful public representatives of our student community, including:

- The Presidential Administrative Fellows (the most highly acclaimed student program on campus)
- The Colonial Cabinet (Orientation leaders, and second most highly sought student role)
- The Admissions VIP’s and Stars (tour guides and overnight hosts)
- The Multicultural Greek Council
- The Student Association (student government)
- Health and Wellness Staff and Student Staff
- Residence Life Staff and Student Staff
- Open Information Sessions at Orientation
- Individual Student Organizations by Request
- Individual Residence Hall Staff by Request, for their students

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

**Does the institution make cultural competence trainings and activities available to all students?:**

Yes

**A brief description of the cultural competence trainings and activities:**

We have developed a flexible platform that allows our staff to tailor each program to the needs of the group we are working with. Each session starts with several relevant historical components of diversity and cultural competency work, an introduction to key terms in the field, several interpersonal interactive exercises that are modified to meet the needs of the group, several whole group interactive exercises, and a structured closure.
It is our belief that the majority of daily tensions that occur between different people are centered around basic misunderstandings, or simple cultural ignorance around common interpersonal communication, including: personal space, touch, eye contact, loudness/volume of engagement, interpretations of social appropriateness, physical animation in communication, speech rules in turn taking, and other basic communication techniques that are often exacerbated by the difference in race, ethnicity, language, accent, international and local citizenship, and others.

We use a combination of traditional challenges that are centered around the following: American values and challenges on race and ethnicity; general and more universal concepts around race, ethnicity, difference, and inclusion; and several challenges that represent more international and inter-cultural models of difference and conflict with a focus on cultural community values and their interpretation and misinterpretation in common social, business, and related exchanges.

The website URL where information about the trainings and activities are available:
http://www.gwired.gwu.edu/mssc
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

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Sustainable Compensation

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors):
8,121

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
8,121

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

The George Washington University strives to provide faculty and staff with a level of compensation that reflects each member’s contributions toward achievement of the university’s goals and missions. Each May, the Board of Trustees approves a merit budget to promote GW’s pay for performance model. GW pays prevailing wages for job type/classification.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:
The website URL where information about the institution’s compensation policies and practices is available:
---
Employee Satisfaction Evaluation

Responsible Party

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

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

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


GW utilizes the expanded survey options in order to increase the survey population to a larger random sample of all GW employees, ensuring statistical significance of responses. GW also pays for in-depth reporting on the responses, in order to fully utilize this survey as the primary measure for employee satisfaction at GW.

The year the employee satisfaction evaluation was last administered:

2012

The website URL where information about the institution’s employee satisfaction evaluation process is available:

http://www.chroniclegreatcolleges.com/
Staff Professional Development in Sustainability

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

https://hr.gwu.edu/2013-celebration-excellence-schedule#Virtual

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:

Yes

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

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

Purpose of the Program

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

How it Works

- Offices sign up to participate
A member of the Green Office team conducts a short, fun workshop with the office.

At the meeting, the office learns about sustainability challenges, areas for improvement and has the opportunity to ask any questions about sustainability at GW.

At the conclusion of the workshop, the team sets goals for the office.

(Sample goal: Increase recycling rates, ensure that all lights are off at the end of the day, set all printing defaults to double-sided)

GW is currently creating a certification program, whereby offices will be rated on how sustainable they are currently and will be encouraged to make improvements to reach a higher certification level. This program will be piloted in 2014.

Additionally, as part of GW's annual Celebration of Excellence Conference, the Office of Sustainability contributes content to conference sessions. In November 2013, the Office of Sustainability gave a presentation on "9 Steps You Can Take to be More Sustainable at Work," which was attended by close to 100 employees.

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

http://sustainability.gwu.edu/green-office-network
Sustainability in New Employee Orientation

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria
Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:
Yes

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

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

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

The website URL for the information about sustainability in new employee orientation:
http://hr.gwu.edu/values
Employee Sustainability Educators Program

Responsibility Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution:
8,121

Program name (1st program):
Green Leaders

Number of employees served by the program (1st program):
750

A brief description of how the employee educators are selected (1st program):
Shortly after a department participates in the Green Office Network introductory program, the faculty and staff in each department elect a Green Leader. A Green Leader is the sustainability champion of his/her team and is an individual who will promote sustainability in his/her office year-round. More specifically, Green Leaders are recognized as individuals who are dedicated to planning events, educating staff and faculty, acting as a point of contact for inter-department networking, and helping to achieve campus wide sustainability initiatives.

A brief description of the formal training that the employee educators receive (1st program):
Green Leaders must attend quarterly meetings to receive training on a variety of different topics. Some topics include proper recycling practices, sustainable renovation options, contact information to help coordinate a sustainable event (i.e. getting green catering and compostable plate ware), and energy saving practices for his/her office. By attending these meetings and connecting with Green Leaders from different departments, each Green Leader becomes a valuable resource for his/her office. They are knowledgeable about sustainability efforts at GWU and the steps that their office can take to become more sustainable.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
A staff member from the Office of Sustainability maintains a list of elected Green Leaders, coordinates and leads quarterly meetings, provides Green Leaders with the resources and information to supplement the role they play in their office, and trouble shoots any questions a Green Leader may have. Also, guest speakers from a variety of departments are brought on board for each meeting to present on a topic in which he/she has specific expertise and to lead a discussion/Q&A. Materials and other costs associated with this program are covered by the Office of Sustainability.

The website URL where information about the program is available (1st program):
http://sustainability.gwu.edu/green-office-network

Program name (2nd program):
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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):
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The website URL where information about the program is available (2nd program):
---

Program name(s) (all other programs):
---

Number of employees served by the program(s) (all other programs):
---

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

A brief description of the formal training that the employee educators receive (all other programs):
---
A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

---

The website URL where information about the program(s) is available (all other programs):

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Childcare

Responsible Party

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

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

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

Yes

A brief description of the child care program, policy, or practice:

GW subsidizes an on-campus child care center through Bright Horizons, allowing for a discounted rate between $50 and $300 a month depending on age of the child and number of hours of weekly care provided. In addition, GW provides back-up dependent care benefits for all benefits-eligible employees. Finally, GW pays for a work-life resource and referral service that is available for all benefits-eligible employees, providing personalized child care referrals to meet the individual needs of each employee.

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

http://www.gwu.edu/hr/colonialcommunity/worklife/careoptions.html
Employee Wellness Program

Responsible Party

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

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

GW provides an employer-paid Employee Assistance Program through ComPsych that provides up to five in-person counseling sessions per issue for all employees. In addition, GW pays for health advocacy services for employees to assist with finding providers, answering questions, and responding to medical billing issues. We also provide a GW-funded smoking cessation benefit, free flu shots, a Healthy Pregnancy Program, Weight Watchers at Work, and a variety of other wellness programs.

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

http://www.gwu.edu/hr/colonialcommunity/health/index.html
Socially Responsible Retirement Plan

Responsible Party

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

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

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

A brief description of the socially responsible investment option for retirement plans:

GW offer’s four socially responsible retirement fund options - CREF Social Choice Account, TIAA-CREF Social Choice Equity Fund, TIAA-CREF Social Choice Bond Fund, and Vanguard FTSE Social Index Fund Investment. The accounts invest only in companies that are suitable from a financial perspective and whose activities are consistent with the account’s social criteria. Using specific environmental, social and governance criteria, the evaluation process favors companies that are: strong stewards of the environment; committed to serving local communities where they operate and to human rights and philanthropy; devoted to higher labor standards; and those managed in an exemplary and ethical manner.

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

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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Committee on Investor Responsibility

Responsible Party

Donald Lindsey
Chief Investment Officer
Office of the Chief Investment Officer

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Responsible Party

Donald Lindsey
Chief Investment Officer
Office of the Chief Investment Officer

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool:
1,439,163,606.50 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
33,802,599.50 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:
0 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
0 US/Canadian $

Value of holdings in community development financial institutions (CDFIs):
0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
A brief description of the companies, funds, and/or institutions referenced above:

The endowment is invested in private equity funds that own companies engaged in sustainable farming; renewable energy engineering, construction, and generation; carbon offsets; energy efficiency and clean energy solutions; environmental remediation; battery recycling; and the reduction of mercury and NO2 emissions from coal-fired power generation facilities.

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

---
Student-Managed Sustainable Investment Fund

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

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

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Responsible Party

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

Criteria

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

Submission Note:

http://sustainable.dc.gov/publication/green-ribbon-committee
https://sustainability.gwu.edu/dc-mayors-college-and-university-sustainability-pledge

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

The School Without Walls (SWW), a non-traditional DC public high school established in 1971, aims to utilize the “city as a classroom” in order to give students a richer and more fulfilling education. Located within the boundaries of The George Washington University’s (GW) Foggy Bottom campus at 2130 G Street, NW, the school’s student-centered environment maximizes integrative, interactive, and experiential learning within the framework of a humanities approach that stresses collaboration among staff, students, and parents. This “community as a classroom” approach graduates students that are independent, self-motivated and well prepared to handle the rigors of college.

The unique relationship between SWW and GW began in 1980. Since that time, the two institutions have collaborated on several levels with the goal of fostering a mutually beneficial learning environment. Examples of these joint initiatives include:

- Facilities Sharing: GW provides SWW students and faculty with access to Gelman Library, the Marvin Center and the Charles E. Smith Athletic Center. SWW provides GW with access to classroom space during the evening hours.
- Teaching Collaborations: GW faculty, staff and graduate students guest lecture in SWW
classes and teach certain SWW elective courses.
- Internships for GW Graduate Students: Students in GW’s Graduate School of Education and Human Development serve as interns at SWW in the areas of science, social studies, special education and counseling.
- Educational Opportunities: SWW students, faculty and staff are permitted to enroll in GW courses, with waiver of tuition and fees.
- Educator Training: GW offers continuing education opportunities to SWW faculty, specifically the opportunity to achieve the National Board for Professional Teaching Standards certification.

This public-private development partnership provides for the renovation and modernization of SWW and also expands the existing programmatic partnership. The University’s commitment to the School Without Walls is further exemplified by the GW’s Trachtenberg Scholarship Program which provides full, four-year scholarships to academically talented seniors attending high schools in the District of Columbia. The scholarships include tuition, fees, housing, meals and books and is valued at approximately $200,000 over four years. This program has benefited 93 students since its inception in 1989 – 12 of whom have been SWW students.

The GW GroW Garden also engages many local community members. The garden has developed a partnership with Miriam’s Kitchen and has donated almost 2,000 pound of produce since May of 2012 and hosted a workshop about bees last summer. Several other community groups have volunteered in the garden over the past year including Georgetown Day School, a summer high school writing class, and the GW Neighbors project. We also had individual volunteers including undergraduate and graduate students, faculty and staff, Foggy Bottom residents, and residents from St. Mary’s Court.

Involvement with GroW Garden does not end in the soil, though. In 2013 there was an exhibit at Gallery 102 featuring a “Slow Food Photography” class’ projects, one being the transition from winter to spring at GroW Garden. An entire section was dedicated to pictures of the garden, garden volunteers, and an interview with the garden manager. GroW is also represented on the Urban Food Task Force. The Urban Food Task Force is a group of staff, faculty, and students led by Diane Knapp, a dietitian and GW President Knapp's wife, to support sustainable and healthy food projects throughout the community, including Food Day, the School Without Walls Integrated Food Project, and the GW Food Expo. Student Haley Burns, the garden manager for the spring 2013 semester, also spoke to GW Faculty Phyllis Palmer’s Food Politics class about urban farming and to residents at senior living center St. Mary’s Court about environmental health within the food system. Finally, GroW has been used as a drop-off site for a local Community Supported Agriculture group that involved 30 community members, encouraging awareness of local and in-season food as participants utilized their farm shares.

GW is also involved in the Washington, D.C. Green Ribbon Committee, which advises Mayor Gray on the development of his Sustainable DC initiative by offering input on vision, goals, actions, and indicators recommended by the public and the working groups. The Green Ribbon Committee provides a national and international point of view on the plan, as well as reaches out to communities within the District that have not traditionally been part of sustainability planning.

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

The committee is made up of District leaders from universities, non-profits, businesses, think tanks, and members of the community. President Knapp and Professor Kathleen Merrigan (Executive Director of GW Sustainability Institute) serve on this committee, with staff support from Meghan Chapple (Director, Office of Sustainability).

GW was also integral in the development of The District of Columbia Mayor’s College and University Sustainability Pledge (CUSP), which invites the District’s institutions of higher education to commit to pursuing sustainability as engaged participants in the Mayor’s ambitious goal of making the District of Columbia the most sustainable city in America. The CUSP recognizes the critical leadership role of the District’s colleges and universities in advancing sustainability on campus and in the community. GW staff were instrumental in creating this pledge, and continue to help build the momentum and impact among and between the CUSP members through on-the-ground projects such as compost and renewable energy, as well as regular meetings to share best practices.
The website URL where information about sustainability partnerships is available:
http://neighborhood.gwu.edu/square-80-school-without-walls-programmatic-partnership
Inter-Campus Collaboration on Sustainability

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

GW has presented/co-presented at the AASHE conference on a number of topics including our collaborations with other universities, our water sustainability strategy, our ecosystem services strategy and our new sustainability minor. Our presentation titles included:

2) Teaching Sustainability 101: How Do We Structure An Introductory Course? at AASHE 2012
3) On the CUSP: Washington, D.C.’s College and University Sustainability Pledge at AASHE 2012
4) Creating a Water Action Plan: Water Footprinting at Higher Education Institutions at AASHE 2011

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

GW is a member of AASHE.

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

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

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

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

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

Submission Note:

As part of GW's Ecosystems Enhancement Strategy, the university will increase the GW community's awareness of and engagement with regional and natural areas. This will be done through leveraging alternative breaks for service-learning projects, integrating sustainability principles into Freshman Day of Service, Martin Luther King Day of Service, and Earth Day, promoting and fostering internships in the region for students, and more.

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

The number of students engaged in community service:

7,987

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

17,675

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

http://www.serve.gwu.edu/
Community Service Hours

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

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

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

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

The number of student community service hours contributed during a one-year period:
254,314

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
17,675

The website URL where information about the institution’s community service initiatives is available:
http://www.serve.gwu.edu/
Sustainability Policy Advocacy

Responsible Party

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

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

Submission Note:

More about the Washington, D.C. Policy Greenhouse here

http://planetforward.org/idea/policy-greenhouse-at-the-george-washington-university/

More about the first GreenGov Symposium (2010) here

http://www.whitehouse.gov/greengov/symposium

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

GW is engaged with public policy leaders on sustainability at the local (District of Columbia) and Federal level. The Office of Sustainability works hand in hand with GW’s government and community relations team to guide public policy engagement and advocacy on a myriad of campus and academic sustainability issues.

At the Federal Level, GW’s President Knapp has supported Congressional reauthorization of the University Sustainability Program at the Department of Education. He also served on Second Nature’s National Transportation Policy Task Force to focus national attention on transportation policy and programs that support climate and energy goals as related to higher education institutions.

GW provides ongoing input to Washington, D.C. legislators and regulators at all points of developing and reviewing public policy on issues including green buildings, stormwater regulation and permeable space, renewable energy, tree canopy, farmers markets, and bicycle infrastructure. The university’s goal is to enable more sustainable infrastructure within the constraints of the District mandated Campus Plan rules.

President Knapp also helped to launch the District of Columbia Mayor’s College and University Sustainability Pledge (CUSP). As a signatory to the CUSP, GW has committed to supporting the local government’s sustainability efforts by demonstrating action on
campus. Additionally, President Knapp was appointed as a member of Washington, D.C. Mayor Grey’s Green Ribbon Committee whereby GW provided significant input on the District of Columbia Sustainability Plan including legislative and budgetary mechanisms for enabling sustainability as part of the Sustainable DC Act. President Knapp was the featured speaker to join Washington, D.C. Mayor Grey at the unveiling of the District of Columbia Sustainability Plan.

GW provides intellectual and physical space for policy makers and public managers to create sustainability policy and practice. In 2010, GW hosted the first Green Gov Symposium for Federal Agency leaders and managers. GW hosted a Policy Greenhouse with District of Columbia Councilmember Cheh's office in 2009. During that process, citizens submitted innovative sustainability policy ideas and pitched them to agency heads and Councilmembers.

The website URL where information about the institution’s advocacy efforts are available:

http://www.gwu.edu/government-relations
Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge program:

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

Students who sign the pledge receive a ribbon that they can wear to graduation, and are added to the Green Alumni Network listserv to stay engaged in sustainability at GW in the future. Since 2010, over 400 students have signed the green graduation pledge.

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

http://sustainability.gwu.edu/gw-green-grad-pledge
Community Service on Transcripts

Responsible Party

Ridhima Kapur
Research Assistant
Office of Sustainability

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

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:

Housed on GW’s campus from April to November, the FreshFarm Foggy Bottom Market provides the GW and Foggy Bottom community with fresh produce from local as well as organic farms. Since in Spring 2012, the market has accepted GWorld, the official identification card of GW that holds GW student dining dollars.

Since Fall 2013, the GW GroW Garden has collaborated with the FreshFarm Market to promote the garden and the benefits of urban gardening at the market.

The website URL where information about the market is available:
http://freshfarmmarkets.org/farmers_markets/markets/foggy_bottom.php
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.

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Innovation 1

Responsible Party
Meghan Chapple
Director of Sustainability, Senior Advisor on University Sustainability Initiatives
Office of Sustainability

Criteria

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

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

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

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

In Fall 2012 Opower worked with GW in a partnership to reduce energy usage. Opower is a software-as-a-service company headquartered in Arlington, VA, with a goal of using data to give consumers the information they need to take control of their energy use. Since their founding in 2007, the company has grown into a business with more than 250 employees serving more than 75 utilities—including 8 of the US's 10 largest. Opower’s platform now reaches more than 15 million homes around the world. Together with its clients and their customers, Opower is saving energy, saving money, and helping reduce carbon emissions.

Faculty and staff at the George Washington University participated in a competition to see who could reduce the most energy in their homes. The GW Energy Challenge at Home encouraged GW faculty and staff to track their home electricity consumption through Opower’s online social application. Faculty and staff were invited to sign up for the challenge using their personal Facebook profiles, and
there was no cost to sign up. Participants then entered in their electricity consumption from their utility bills into Opower’s online platform. Faculty and staff members that reduced their energy usage the most were rewarded with prizes.

GW was the first university to pilot this type of faculty and staff energy reduction competition using Opower's platform, and together the participants reduced usage equivalent to turning off a computer lab for six weeks.

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

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

GW partnered with local start-up OPower to support faculty and staff in reducing their energy use at home. GW was the first university to pilot this type of faculty and staff energy reduction competition using Opower’s platform, and together the participants reduced usage equivalent to turning off a computer lab for six weeks.

https://social.opower.com/pages/gw

A letter of affirmation from an individual with relevant expertise:

GWEnergySavingsChallengeOpower2013.docx

The website URL where information about the innovation is available:

http://gwtoday.gwu.edu/powerful-challenge
Innovation 2

Responsible Party

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

Criteria

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

In Fall 2012, GW’s Faculty Committee on Sustainability Curriculum convened for the first time to design a new interdisciplinary minor in sustainability for undergraduate students. The most innovative aspect of the minor is the introduction course SUST1001 due to its team teaching, and the scale of inter-disciplinarity (across five distinct disciplines and schools).

The GW faculty committee created a groundbreaking introduction to sustainability course to emphasize the interdisciplinary nature of the field, and expose students to diverse perspectives early on in their education. The program is open to students from all of GW’s schools. Team-teaching at this scale has never before been done at GW, and is a rare occurrence in academia, yet is essential to prepare students to effectively address the complex global problems of our future.
This course introduces students to the goals, principles, and practical applications of sustainability. The scope of the material ranges from major environmental and social issues to trends occurring in the current society from a multidisciplinary lens. It teaches students how to understand the complex confluence of social systems and natural resource systems. Topics include the intellectual origins of sustainability, environmental law and regulation, pollution, water, climate, energy and public health. The course introduces perspectives from the natural and social sciences, arts and humanities, engineering, and professional disciplines and explores how their interconnection increases the prospects for a sustainable future.

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

In Fall 2012, GW’s Faculty Committee on Sustainability Curriculum convened for the first time to design a new interdisciplinary minor in sustainability for undergraduate students.

The most innovative aspect of the minor is the introduction course due to its team teaching, and the scale of inter-disciplinarity (across five distinct disciplines and schools).

The GW faculty committee created a groundbreaking introduction to sustainability course to emphasize the interdisciplinary nature of the field, and expose students to diverse perspectives early on in their education. The program is open to students from all of GW’s schools. Team-teaching at this scale has never before been done at GW, and is a rare occurrence in academia, yet is essential to prepare students to effectively address the complex global problems of our future.

A letter of affirmation from an individual with relevant expertise:

GWInnovationTeamTaughtSust1001.pdf

The website URL where information about the innovation is available:

http://sustainability.gwu.edu/sustainability-minor
Innovation 3

Responsible Party

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

Criteria

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2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

Faculty in The George Washington University’s Graduate School of Education and Human Development’s (GSEHD) Secondary Education Program have launched a unique program focused on preparing secondary teachers to become community-engaged educators whose teaching prepares students for reflective and engaged citizenship. It is called the Community Engaged Teaching (CET) program. The focal point of the curriculum is sustainability in partnership with the community organization Groundwork Anacostia River DC.

While pursuing licensure and the master’s degree in secondary education, CET students learn the craft of teaching by participating in school and community-based field experiences. CET takes a different, innovative approach to service learning in teacher education by providing the opportunity to engage in service learning as a fundamental and integrated dimension of the university-based teacher preparation experience. In addition to participating in a service project for fifty to sixty hours working with Groundwork Anacostia River...
DC during their first summer in the CET program, the program’s teaching interns translate this service learning experience into a curriculum development project, and the themes of field-based community experience run throughout multiple core courses. CET’s unique approach helps the teaching interns to learn from the community they are serving by working as part of that community.

Project content relates to healthy rivers (including the Anacostia and Potomac Rivers, watersheds, the built environment, and ecology), healthy people (including food, health, equity), healthy economy (such as clean energy, green technologies, landscape design and tourism), and healthy planet (focused on climate change and conservation). The teachers work with GWARDC on a summer service learning project, alongside DC area youth to meet community-identified needs. Subsequently, the program’s teaching interns translate this service learning experience into a curriculum development project, and the themes of field-based community experience run throughout multiple core courses.

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

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

Faculty in the George Washington University’s Graduate School of Education and Human Development’s (GSEHD) Secondary Education Program have launched a unique program focused on preparing secondary teachers to become community-engaged educators whose teaching prepares students for reflective and engaged citizenship. It is called the Community Engaged Teaching (CET) program. The focal point of the curriculum is sustainability in partnership with the community organization Groundwork Anacostia River DC. CET takes a different, innovative approach to service learning in teacher education by providing the opportunity to engage in service learning as a fundamental and integrated dimension of the university-based teacher preparation experience. In addition to participating in a service project for fifty to sixty hours working with Groundwork Anacostia River DC during their first summer in the CET program, the program’s teaching interns translate this service learning experience into a curriculum development project, and the themes of field-based community experience run throughout multiple core courses. CET’s unique approach helps the teaching interns to learn from the community they are serving by working as part of that community.

A letter of affirmation from an individual with relevant expertise:

Letter_from_GWARDC[1].pdf

The website URL where information about the innovation is available:

http://gsehd.gwu.edu/secondary-education-masters-cet
Innovation 4

Responsible Party

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

Criteria

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2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

GW is intent on providing students with the skills and knowledge to address sustainability challenges into their work and lives after they graduate. To support students in their job search, GW’s Career Center and Career Services Advisory Council has launched a new model to engage and develop employer relationships, and has a priority focus on sustainability, among seven other areas. GW is one of the first universities to pilot such an innovative model for stakeholder career management, and with a specific focus on sustainability as a university priority.
A letter of affirmation from an individual with relevant expertise:
Sustainability_Letter_of_Support.docx

The website URL where information about the innovation is available:
http://president.gwu.edu/career-services
Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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New Student Orientation

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:

Yes

Provide a brief description of the presentations, speakers or skits:

Welcome videos feature sustainability information, and the skits performed for incoming students weave in themes of sustainability.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:

Yes

Provide a brief description of the presentations:

The Office of Sustainability organizes trainings for all house proctors to educate them on sustainable living. The proctors relay this information to their residents during all-floor meetings.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:

Yes

Provide a brief description of the activities:

There are green tours of campus held during orientation and students are encouraged to volunteer in the gardens on campus. Additionally students learn about the various green student groups available to them.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon...
offsets?:
Yes

Provide a brief description of the efforts:

The Office of Sustainability partners with the Colonial Inauguration team to try to make each event as sustainable as possible. Reducing bottled water use, ensuring proper recycling and highlighting sustainable transportation options such as bike-share and Metro are incorporated. Additionally students stay in the residence halls during orientation and information is left on their beds about recycling and conservation practices to participate in while they are staying in the rooms.

Does the institution incorporate sustainability into new student orientation in other ways?:

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Provide a brief description:

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Food Education

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution provides education about eco-positive food and gardening techniques.

Submission Note:

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

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

In GW's Ecosystems Enhancement Strategy, the university commits to integrating food studies into its curriculum and other research initiatives at the university. Some key indicators to measure progress against this target include the number of food-related courses offered and/or the amount of research funding directed towards food studies.

Classes at GW may touch on issues of food and food production, and there are plans to expand this type of curriculum into the future. A list of current courses that touch on sustainability, health and food are:

1. AMST 1000: Food Politics taught by Phyllis Palmer
2. FA 2179: Slow Food Photography taught by Christin Boggs
3. GEOG 2133: People, Land and Food taught by David Rain
4. HONR 5701: The World on a Plate by Chef Jose Andres
5. BISC 1005: Biology of Nutrition and Health taught by Hartmut Doebel and Tara Scully
6. EXSC 1114: Community Nutrition taught by Lisa Goodson
7. EXSC 2119: Basic Nutrition taught by Nancy Katz
8. HLWL 1116: Lifestyle Nutrition taught by Melissa Orman
9. HLWL 1101: Food Systems & Public Health by Martelle Esposito

Graduate
1. FA 6279: Slow Food Photography by Christin Boggs
2. LAW 6408: Food and Drug Law
3. PubH 6482: International Food and Nutrition taught by Charles Teller and Uriyoan Colon-Ramos
Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

GW's Ecosystems Enhancement Strategy commits the university to highlight the produced origin of all food served in GW run venues to raise awareness of GW's impact on local and global food systems. GW commits to raising community awareness about nutrition and environmentally-friendly farming and eating practices.

Labeling on prepared food at GW features information about sourcing and whether items are organic or local. In February 2012, the Office of Sustainability partnered with several student groups, Sodexo and Campus Dining to host a Meatless Mondays promotion month long. During the month students received information about the health and environmental benefits of eating meatless, and they earned stamps on a punch card towards raffle prizes. Meatless Mondays will once again be promoted in the Spring 2013 semester.

Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:

The student group the Food Justice Alliance is the most active sustainable-food group on campus. Through their work with two on-campus gardens they help to promote eco-friendly food to their peers. Additionally through engagement activities during orientation, students learn about the different food options. GW's card program is accepted at numerous healthy-vendors including Whole Foods, Sweet Green (organic and local-friendly salad bar). New in 2012, the card is also accepted at the neighborhood farmer's market which runs from April-November.

Are students educated in other venues about how to make eco-positive food choices?:
Yes

Provide a brief description:

The Urban Food Task Force unites faculty, students, staff, and volunteers who share an interest in healthy eating, sustainable food production and food policy.

Under the leadership of President Knapp’s wife, Diane Robinson Knapp, who is a nutritionist, the task force is working to identify and recommend ways to support scholarship, instruction and information on sustainable urban food policies, healthy eating and food preparation, and healthy and sustainable food choices for students, faculty and staff.

With events like George Washington’s annual Apple Day, in which teachers give apples to students, and the Eye on Food film series, the task force is also expanding and communicating knowledge of healthy foods, food preparation, on-campus food choices, the carbon ‘food-print,’ composting, edible landscaping and sustainable eating.

Another key achievement is a partnership with Founding Farmers to study honey bees at six new hives on the Foggy Bottom Campus, advancing George Washington research and biology studies – and eventually yielding honey for the restaurant.
The Graduate School of Education and Human Development is also working on developing and implementing a public school curriculum that uses food as a central organizing theme for inspiring and informing young students engaged in the study of science, history, and many other fields.

Additionally, the university chef has hosted several "Ask the Chef" sessions to highlight healthy cooking preparation methods, and will host a cooking demonstration in summer 2012.

Is there a program by which students are encouraged to and/or taught how to grow their own food?:

Yes

Provide a brief description of the program:

The GroW Gardens

GW is home to an urban garden- GroW on Foggy Bottom. The garden is a collaborative project that brings together students, faculty, staff and the community to engage in growing food in an urban environment. The garden was the 2011 recipient of a Nature’s Path Gardens for Good grant, and the award will be used to expand and enhance GW’s existing garden. All of the produce from the garden is donated to Miriam’s Kitchen, a local soup kitchen in the area. The Food Justice Alliance (more information below) has been instrumental in seeing these projects take form.
Food and Beverage Purchases

Responsible Party
Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria
Institution provides details of its food and beverage purchases.

Submission Note:
GW has signed the Real Food Challenge Campus Commitment for 20% Real Food by 2020. The university will rely on the Real Food Calculator to track its campus dining food procurement for the next six years and possibly beyond. We are exploring incorporating the Calculator into curriculum to expand the impact and knowledge of the university student community.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:
4.34

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:
4.34

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):
GW is now using the Real Food Calculator to track its campus dining food expenditures. We have officially signed on to the Campus Commitment for 20% by 2020

List items procured for dining services from on-campus organic garden(s):
---

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):
0

List all Fair Trade certified items purchased:
Confinement-Free Food Purchases

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:
Abbotsford Farms eggs

Percentage purchased:
58

Comments:
58% of the eggs purchased were confinement free.

Type of confinement-free product purchased (1st product):
---

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of confinement-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---
Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
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# Vegetarian-Fed Food Purchases

## Responsible Party

**Ronda Chapman-Duer**  
Sustainability Project Facilitator  
Division of Operations

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### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

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## Type of vegetarian-fed product purchased (1st product):

Pork

### Percentage purchased (1st product):

---

### Comments (1st product):

All of our pork products are grain fed

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## Type of vegetarian-fed product purchased (2nd product):

Seafood

### Percentage purchased (2nd product):

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### Comments (2nd product):

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## Type of vegetarian-fed product purchased (3rd product):

---

### Percentage purchased (3rd product):

---

### Comments (3rd product):

---
Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
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Hormone-Free Food Purchases

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

Submission Note:

Sodexo's seafood initiative is part of the organization's Better Tomorrow Plan. The commitment to source 100% sustainable seafood is one of fourteen commitments to the environment, health, and local communities.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):
Shrimp

Percentage purchased (1st product):
---

Standard used (1st product):
MSC and Global Aquaculture Alliance

Comments (1st product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):
Tilapia

Percentage purchased (2nd product):
---

Standard used (2nd product):
MSC and Global Aquaculture Alliance

Comments (2nd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
Mussels

Percentage purchased (3rd product):
---

Standard used (3rd product):
MSC and Global Aquaculture Alliance

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
Cod

Percentage purchased (4th product):
---

Standard used (4th product):
MSC and Global Aquaculture Alliance

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
Clams and Mussels

Percentage purchased (5th product):
---

Standard used (5th product):
MSC and Global Aquaculture Alliance

Comments (5th product):
---
**Dishware**

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**Responsible Party**

Nancy Haaga  
Managing Director, Campus Support Services  
Campus Support Services

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**Criteria**

Institution provides details of the dishware its provides at its dining services locations.

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

**Does the institution offer reusable dishware at its dining services locations?:**

Yes

**Does the institution offer plastic dishware at its dining services locations?:**

Yes

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations?:**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations?:**

Yes

**Does the institution offer other types of dishware at its dining services locations?:**

---

**Provide a brief description.:**

Reusable dishware is available at the Mt Vernon campus, and recycled content dishware is available campus-wide. All student dining is reusable, compostable, or recycled. By request only, plastic is available, and is used by 25% of catered events.
**Energy Initiatives**

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**Responsible Party**

Doug Spengel  
Manager, Energy and Environment Program  
Operations

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**Criteria**

Institution provides details about its energy initiatives.

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**Submission Note:**

The University uses EPA's Energy Star Portfolio Manager to benchmark energy and water usages for most buildings, as required by District of Columbia regulations. Some buildings have appropriate scores for Energy Star labeling but in general the University has not formally pursued the label.

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

---

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:

14

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:

1

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:

1.50

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:

0.00

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
STAR labeled:

None at this time.

The combined gross square footage of all buildings that are ENERGY STAR labeled:

0

The names of all buildings that are ENERGY STAR labeled:

None at this time.
Energy Use by Type

Responsible Party

Doug Spengel
Manager, Energy and Environment Program
Operations

Criteria

Institution reports its energy use by type.

Submission Note:

Responses provided are for GW's FY 2013.

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

The percentage of total electricity use from coal.: 37.96

The percentage of total electricity use from wind.: 0

The percentage of total electricity use from biomass.: 0.02

The percentage of total electricity use from natural gas.: 20.22

The percentage of total electricity use from solar PV.: 0

The percentage of total electricity use from geothermal.: 0

The percentage of total electricity use from nuclear.: 37.02

The percentage of total electricity use from hydro.: 0.08
The percentage of total electricity use from other.: 
4.70  

Provide a brief description.: 
Other sources include net electricity purchased from unknown sources as procured by GW’s retail electric supplier (4.35%) and residual oils #5-6 (0.35%).

The percentage of total energy used for heating buildings from coal.: 
0  

The percentage of total energy used for heating buildings from biomass.: 
0  

The percentage of total energy used for heating buildings from electricity.: 
8  

The percentage of total energy used for heating buildings from natural gas.: 
91.50  

The percentage of total energy used for heating buildings from geothermal.: 
0  

The percentage of total energy used for heating buildings from fuel oil.: 
0.25  

The percentage of total energy used for heating buildings from other.: 
0.25  

Provide a brief description.: 
Fuel oil can be used as a back-up heat source when natural gas service is interrupted; none was used during FY13 except for testing. The University uses three solar hot water systems.

If cogeneration, please explain.: 
A natural gas-fired cogeneration system is being installed during FY14, and it will begin operating during FY15.
Criteria

Institution provides details about its procurement efforts.

Submission Note:

ENERGY STAR appliances:
The university is purchasing Energy Star-rated products where available. For example, GW's Procurement team only recommends to end users Energy Star appliances (this does not include specialized lab equipment or commercial kitchen appliances). Additionally, new residential buildings are specified with Energy Star appliances such as dishwashers, laundry washers, and refrigerators. GW is committed to buying computer equipment with an Energy Star rating. This applies to both GW's data center and computing labs. Additionally, GW recommends that students purchase personal computers which have an Energy Star rating. Efforts are underway to develop and implement a tracking system for Energy Star purchases.

EPEAT:
GW does not have a policy to only purchase computer devices with an EPEAT standard, but in practice over 95% of the machines we have purchased are models listed as EPEAT gold level. For non-computer devices, Energy Star rated items are suggested and purchased in virtually all conditions.

FSC paper:
The recycled paper that GW divisions and departments purchase does come with the FSC certification. Although GW has a centralized purchasing application, there are options to make purchases outside of this system. Given this, GW does not have complete accuracy regarding percentage of expenditures. However, within the centralized procurement tool, of a total adjusted gross sales for 2011 of $1,085,929.80, $74,261.06 was spent on FSC paper. Therefore, 6.84% represents the approximate percentage of expenditures on FSC certified paper.

Packaging Policy:
GW has a few contracts that minimize packaging waste - these contracts are large cooperative contracts that have as part of their terms and conditions, the requirement to reduce packaging waste. Office supply deliveries are made via UPS, leveraging existing deliveries already being made on campus for all other items arriving via UPS.

Please see additional information about GW's work in developing a sustainable procurement policy in early sections of this survey.

"---" indicates that no data was submitted for this field
The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

---

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

---

Does the institution’s vendor code or policy require vendors to use less packaging?:

No
Bike Sharing

Responsible Party

Shannon Ross
Stakeholder Engagement Coordinator
Office of Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

In partnership with Capital Bikeshare, a bikesharing program run through the city of Washington DC, GW currently offers 50 bicycles to staff and students in two locations on campus. There are an additional 55 bicycles also through this program available within a short walk from campus.

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

The number of bicycles available through bike sharing programs:

50
Water Initiatives

Responsible Party

Ronda Chapman-Duer
Sustainability Project Facilitator
Division of Operations

Criteria

Institution provides details about its water initiatives.

Submission Note:

In 2011, GW released the GWater Plan, a roadmap for water sustainability. GW committed to reducing the use of bottled water on campus, and specifically to reducing direct expenditure on bottled water in university procurement by half over five years from an FY11 baseline. To accomplish this, GW is ensuring that all new construction and renovations incorporate in-line filtration systems. Additionally, GW works on engagement and education activities to encourage the community to “Take back the tap” and promote the use of reusable water bottles. Progress includes installation of filters on water fountains in the law school, installation of two bottle fillers on the Mount Vernon Campus, and numerous installations of in-line filtration systems in offices. GW continues to explore new technologies and is working on an overall campus retrofit plan for water fixtures including toilets and urinals to meet its target of reducing total potable water consumption by 25% over 10 years from FY08 baseline.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

See below

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

0
Endowment

Responsible Party

Donald Lindsey
Chief Investment Officer
Office of the Chief Investment Officer

Criteria

Institution provides details about its endowment.

Submission Note:

Over the past year the endowment has moved away from primarily pooled or mutual funds to separately managed accounts. The Chief Investment Officer is now working with The Office of Sustainability to study best practices and draft a proxy voting policy. In addition, we are obtaining information from our investment managers as to how proxy resolutions in 2012 were voted. We expect to have a policy in place by the 4th quarter of 2012.

GW has a Corporate Governance Committee of The Board of Trustees but they do not deal with proxy voting issues.

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

The institution's total endowment market value as of the close of the most recent fiscal year:

1,329,700,000 US/Canadian $

Date as of:

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:

No

If yes, or if currently under consideration, provide a brief description:

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Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):

No

Size of capital commitments made within past 3 years:

---
Provide a brief description:
---

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?: 
No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?: 
No

Do investment managers handle the details of proxy voting on environmental and social resolutions?: 
Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions?: 
---

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?: 
No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?: 
No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?: 
No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?: 
No

Does a single administrator determine proxy votes on environmental and social resolutions?: 
No

Does a single administrator determines proxy votes on corporate governance resolutions?: 
No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?:
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
No
Responsibility Party

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent):

300

FTE staff on payroll:

6

FTE student intern/fellow:

5