University of Washington, Seattle

The following information was submitted through the STARS Reporting Tool.

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STARS Version: 2.0
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.
Institutional Characteristics

The passthrough subcategory for the boundary

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</thead>
<tbody>
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</tr>
<tr>
<td>Operational Characteristics</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### Institutional Boundary

**Criteria**

This won't display

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

**Institution type:**

Doctorate

**Institutional control:**

Public

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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public health school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Reason for excluding agricultural school:**

---
Reason for excluding medical school:

---

Reason for excluding pharmacy school:

---

Reason for excluding public health school:

---

Reason for excluding veterinary school:

---

Reason for excluding satellite campus:

Our three campuses have each individually signed on to the President's Climate Commitment and as a result report sustainability metrics individually for their campuses. All information provided for this STARS report is for the Seattle campus.

Reason for excluding hospital:

---

Reason for excluding farm:

---

Reason for excluding agricultural experiment station:

---

Narrative:

---
Operational Characteristics

Criteria
n/a

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

Endowment size:
2,547,000,000 US/Canadian $

Total campus area:
634 Acres

IECC climate region:
Marine

Locale:
Large city

Gross floor area of building space:
17,912,971 Gross Square Feet

Conditioned floor area:
13,186,174 Square Feet

Floor area of laboratory space:
1,032,707 Square Feet

Floor area of healthcare space:
1,209,473 Square Feet

Floor area of other energy intensive space:
274,713 Square Feet

Floor area of residential space:
1,134,102 Square Feet

Electricity use by source::

| Percentage of total electricity use (0-100) |  |
## Energy Used for Heating Buildings, by Source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of Total Energy Used to Heat Buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>---</td>
</tr>
<tr>
<td>Electricity</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Natural gas</td>
<td>---</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of other sources of building heating not specified above:

---
Academics and Demographics

Criteria

n/a

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

Number of academic divisions:
317

Number of academic departments (or the equivalent):
19

Full-time equivalent enrollment:
42,082

Full-time equivalent of employees:
30,148

Full-time equivalent of distance education students:
822

Total number of undergraduate students:
28,754

Total number of graduate students:
13,695

Number of degree-seeking students:
42,449

Number of non-credit students:
1,313

Number of employees:
42,439

Number of residential students:
7,280
Number of residential employees:
166

Number of in-patient hospital beds:
450
Academics

Curriculum

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
</tr>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

This credit does not include continuing education and extension courses, which are covered by EN 11: Continuing Education.
Figures required to calculate the percentage of courses with sustainability content:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>210</td>
<td>152</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>195</td>
<td>151</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>4,347</td>
<td>5,014</td>
</tr>
</tbody>
</table>

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

68

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

149

Number of years covered by the data:

Three

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

AC-1 - List of Academic Courses.xlsx

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

---

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

http://green.washington.edu/courses/list

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

The inventory of University of Washington Sustainability focused and related courses was completed in three phases.
Phase 1: An initial filter of the entire University of Washington course catalog was performed searching titles and descriptions of courses for certain key words that would indicate the course may relate to the environment or sustainability. A staff member read through each of these to decide whether the context of the key words found was appropriate. A list of courses was then compiled from this search.
Phase 2: The College of the Environment asked faculty and departments to self-identify sustainability courses using the College's Environmental Literacy Statement and the definition of sustainability-focused courses provided by the Association for the Advancement of Sustainability in Higher Education.
of Sustainability in Higher Education (AASHE) within the Sustainability Tracking, Assessment & Rating System (STARS): courses that focus on or concentrate on the concept of sustainability throughout the course, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. After gathering recommended courses from faculty and departments, College of the Environment staff reviewed course objectives and course descriptions and assembled a list of sustainability focused courses offered in the College of the Environment.

Phase 3: These two lists were brought together by a committee in the College of the Environment, and separated into focused and related courses based on the same criteria in phase 2, but now including courses identified in phase 1 that are not within the College of the Environment.

The list is maintained by reviewing the Monthly Curriculum Reports released by the University of Washington Curriculum Review Committee.

Phase 4: Faculty & Staff are currently working together to further create and communicate a consolidated sustainability curriculum.

Phase 5: Information on total number of courses was collected from the registrar. Course descriptions, where available, were retrieved from the University of Washington Course Catalog. 500 level and above courses (considered graduate-level by the University) were filtered by "related" and "focused." Undergraduate courses were sorted in the same fashion.

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

Other (please describe below)

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

Courses with multiple sections/times were counted as a single course. Some courses are cross-listed in multiple departments, these are counted as a separate course.

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Praticums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>Yes</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical</td>
<td>---</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>

**Does the institution designate sustainability courses in its catalog of course offerings?:**
No

**Does the institution designate sustainability courses on student transcripts?:**
No
# Learning Outcomes

## Responsible Party

Claudia Frere  
Manager  
Environmental Stewardship & Sustainability

## Criteria

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

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

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

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

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

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

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

4,568

### Total number of graduates from degree programs:

12,475

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

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### A list of degree, diploma or certificate programs that have sustainability learning outcomes:
UNDERGRADUATE MAJORS:
American Indian Studies
Art - Division of Design
Biology
Chemistry and Biochemistry
Geography
International Studies
Architecture
Community and Environmental Planning
Construction Management
Landscape Architecture
Aeronautics and Astronautics
Bioengineering
Chemical Engineering
Civil and Environmental Engineering
Computer Science and Engineering
Electrical Engineering
Industrial and Systems Engineering
Materials Science and Engineering
Aquatic and Fishery Sciences
Environmental and Forest Services
Environmental Studies
Oceanography
Business
Nursing
Public Health
Environmental Health
Social Welfare
Economics - Certificate in Environmental & Natural Resource Economics

SELECTED GRADUATE PROGRAMS
Built Environment: Sustainable Systems and Prototypes


Ph.D. in Urban Design and Planning

http://depts.washington.edu/urbdpphd/index.html

Master of Science: Forest Resources - Sustainable Resource Management

Environmental Management Certificate Program

http://depts.washington.edu/poeweb/students/gradprograms/envmgt/courses.html

Master of Science: Forest Resources - Social Sciences


Master of Forest Resources (MFR) - Forest Management

http://www.cfr.washington.edu/academicPrograms/graduate/professional.shtml

Masters of Marine Affairs (MMA)

http://depts.washington.edu/smea/admissions/mma-curriculum

Master of Sustainable Transportation (MST)

http://www.sustainable-transportation.uw.edu/

Master of Public Administration (MPA) - Environment & Natural Resource Management

http://evans.uw.edu/degree-programs/master-of-public-administration-mpa

Professional Masters in Geographic Information Systems and Sustainability

http://www.outreach.washington.edu/pmpgis/

Master of Arts in Geography - Society and Environment

http://depts.washington.edu/geog/admissions/

Master of Landscape Architecture

http://larch.be.washington.edu/programs/graduate/ MLA.php

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not
SAMPLE SUSTAINABILITY LEARNING OUTCOMES ASSOCIATED WITH UNDERGRADUATE MAJORS:

AMERICAN INDIAN STUDIES
- Students learn about the rich range of Native cultures and the great range of philosophies and foundations of knowledge that shape those cultures, about the interactions between societies and the environment, and about understanding and appreciating the arts of those cultures.

ART - Division of Design:
- An understanding of the global context of design, including environmental, political, ethical and social issues that impact professional practice

BIOLOGY
- Social responsibility- Modern biology is deeply intertwined with societal issues, from genetic engineering to health care to global change. Students explore the social implications of biological discoveries.

CHEMISTRY AND BIOCHEMISTRY
- Have some awareness of the broader implications of chemical processes (e.g., resource management, economic factors, and ecological considerations).

GEOGRAPHY
- Ability to think relationally about such key intertwined concepts as community and economy, society and environment, and citizenship and globalization
- Ability to understand the relationship among regional economy, health, and well-being in regards to sustainability

INTERNATIONAL STUDIES
- Deep understanding of change and continuities in global systems and how these relate to cultural, political, social and economic conditions and processes in major world regions
- Comprehension of major global issues and problems

ARCHITECTURE
- Students must have exposure to and some mastery of non-architecture disciplines affecting design solutions: the arts, the behavioral and natural sciences, and economics, to name a few.
- Incorporation of sustainable and passive systems that rely less on fossil fuels and power-based supply needs
- Relationships of buildings to site and climate, neighborhood and regional contexts, and the ethics of sustainability
- Social, political, legal and economic influences on design and construction

COMMUNITY ENVIRONMENT AND PLANNING
- Understand and demonstrate proficiency in a selected field of disciplinary knowledge and its associated methods in relation to community, environment and planning.

CONSTRUCTION MANAGEMENT
- Understand the ethical dimensions of problems and issues facing construction managers. Understanding professional and ethical responsibility as a construction project manager.
- Established an elective course in Sustainable Building Design and Construction Practice to provide more in-depth coverage of sustainable construction practices.

LANDSCAPE ARCHITECTURE
- The department’s focus of “Urban Ecological Design” permeates the curriculum, with the key areas of ‘ecological infrastructure’,
culturally-based place-making’, and ‘design for ecological literacy’ integrated in the students’ design education. Central to this focus, the department utilizes participatory design processes in its community planning and design studios. The urban ecological design focus, key area, and participatory design processes provide a robust foundation for emerging professional, social, and environmental needs and respond to the interests that students request for their education.

AERONAUTICS AND ASTRONAUTICS
- An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context

BIOENGINEERING
- An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

CHEMICAL ENGINEERING
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

CIVIL AND ENVIRONMENTAL ENGINEERING
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

COMPUTER SCIENCE AND ENGINEERING
- An ability to design a computing system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to communicate effectively the broad education necessary to understand the impact of computer engineering solutions in a global, economic, environmental, and societal context.

ELECTRICAL ENGINEERING
- An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context

INDUSTRIAL AND SYSTEMS ENGINEERING
- The broad education necessary to understand the impact of engineering solutions in a societal context
- Graduates will exhibit the following professional behaviors: leadership, ethics, social responsibility of engineers.

MATERIALS SCIENCE AND ENGINEERING
- An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
AQUATIC AND FISHERY SCIENCES
- Acquire interdisciplinary knowledge within the aquatic sciences; specifically, major themes of aquatic ecology, conservation and management, and aquatic biology and culture.
- Acquire supporting knowledge relevant to the biological sciences in physical sciences, law and policy, ethics and economics.

ENVIRONMENTAL AND FOREST SERVICES
- Understand social, ecological, and economic theory, concepts, and processes at a variety of spatial, temporal, and institutional levels.
- Understand application of ecosystem and social concepts along the urban to wildland gradient.
- Understand business, ecological, and social tradeoffs inherent in natural resource management and use.

ENVIRONMENTAL STUDIES
- The Environmental Studies major at the University of Washington offers a rigorous, interdisciplinary, experiential curriculum designed to prepare future environmental leaders to respond to bioregional and global environmental opportunities and challenges. It seeks to take full advantage of the extraordinary environmental research at the University of Washington, and make that social, scientific, humanistic, and professional expertise accessible to students in innovative ways.
- Students will learn… Public Policy & Decision-Making: Understand how uncertainty, risk, law, politics, ethics, economics and culture interact with environmental public policy and decision-making.

OCEANOGRAPHY
- Understand interaction of society and the environment, with emphasis on coastal, estuarine, and marine environments

BUSINESS
- Understanding of the ethical environment of business. Students will understand their own individual role in a business assuring an ethical environment.
- Understanding a global business perspective: Students will identify and the challenges and opportunities associated with conducting business in global markets Students will recognize and understand cross-cultural communication issues.

NURSING
- Describe the effects of health policy, economic, legal, political, and socio-cultural factors on the delivery of and advocacy for equitable health care.

PUBLIC HEALTH
- Describe key determinants of human health, including genetics, behavior, nutrition, social, geographic and environmental factors and how they interact.
- Explain political, economic, and social theories and how they account for variations in public health.
- Discuss how economic and legal forces influence both health inequality and processes of biomedical innovation, implementation and evaluation.
- Define and differentiate between the physical environment and the built environment and impacts on health.
- Describe how food systems and other human-environment relationships influence health.
- Describe how exposure to physical, chemical, biological agents in the environment influence health.
- Discuss issues of climate change, food security, access to water, sanitation, pollution, and impact on health of populations.

ENVIRONMENTAL HEALTH
- Making use of current technology and research-based evidence, define current environmental health needs and problems for the community
- Implement environmental health changes through application of technical, quantitative, legal, ethical, and behavioral knowledge and skills
- Provide comprehensive solutions to environmental health problems
- Recognize and become involved in opportunities for gaining public support for environmental health changes
SOCIAL WELFARE
- Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems.
- Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice.

ECONOMICS - Certificate in Environmental & Natural Resource Economics
An economics major trains students not only in deductive methods of logic, but also in inductive methods of reasoning using statistical methods and a variety of social and economic data....The departmental Certificate in Environmental and Natural Resource Economics is awarded to qualifying undergraduate majors with a “field of concentration” in Environmental and Natural Resource Economics.

The website URL where information about the institution’s sustainability learning outcomes is available:
https://www.washington.edu/oea/reports/index.html
Undergraduate Program

Responsible Party

Claudia Frere
Manager
Environmental Stewardship & Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Arts in Environmental Studies

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

The Environmental Studies program has been at the leading edge of interdisciplinary learning at the UW since PoE first offered the major in 1998. The Environmental Studies curriculum integrates the broad range of social and natural science disciplines which influence the field of environmental studies. Students take an active role in their academic planning by selecting environmentally-related courses from over 20 departments across the university. With an emphasis on bioregional, global, and field-based content, students learn in the field, in the lab, in the classroom, in the community, and around the world. The program provides a broad-based environmental education that offers excellent training and preparation for a wide variety of careers or postgraduate studies.

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

http://depts.washington.edu/poeweb/undergraduate_programs/major/index.php#overview
The name of the sustainability-focused, undergraduate degree program (2nd program):
Bachelor of Science in Environmental Science and Resource Management

A brief description of the undergraduate degree program (2nd program):
Students in Environmental Science and Resource Management (ESRM) learn about natural and human dominated landscapes and how to apply this knowledge to real-world problems. With a focus on sustainability, students work with professors and regional experts on environmental issues. Fieldwork gives students enhanced opportunities for experiential learning and service in a rich contextual landscape.

The website URL for the undergraduate degree program (2nd program):
http://www.cfr.washington.edu/academicPrograms/undergrad/esrm/index.shtml

The name of the sustainability-focused, undergraduate degree program (3rd program):
Bachelor of Arts in Community, Environment, and Planning

A brief description of the undergraduate degree program (3rd program):
Community, Environment, and Planning (CEP) is an award-winning, interdisciplinary Bachelor of Arts degree program offered through the College of Built Environments as one of the University's interdisciplinary undergraduate programs. CEP has gained distinction as a model for a highly personalized, active, and relevant educational experience within a large research institution. Housed in the Department of Urban Design and Planning, CEP students liberally draw upon the entire range of courses, faculty, and programs at the UW.

The problems we face in this world are simply too great to be met without active engagement from all perspectives and knowledge. To this end, a CEP education is founded on the following:

Start where you are; articulate and embrace a vision of how you intend to make a difference in the world. With guidance from faculty, staff and peers construct a learning plan using CEP seminars, cross-disciplinary courses, and field experiences that will help you reach your goals. Deliberately implement your learning plan in the final two years of your undergraduate education. Through first-hand experience and in the context of the CEP community of learners, become acquainted with effective ways for working constructively together to anticipate and address critical issues facing the complex communities and world we inhabit.

A CEP education is fully lived, not passively taken. CEP students actively make their education in community with others. Students learn from learning groups of seventeen. Each group comprises a community of mutual learning that requires commitment, personal investment, and strong teamwork strategies for two years. Through six interconnected, quarterly seminars students engage the core content of the major: community, environment, and planning. These contemporary academic fields and areas of research include the study of community as subject and practice, exploration of the ecological context of all societal life, and an investigation of the potentials of planning for developing strategies for positive change.

The website URL for the undergraduate degree program (3rd program):
http://cep.caup.washington.edu/

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):
Bachelor of Science in Civil and Environmental Engineering

http://www.ce.washington.edu/

Bachelor of Arts in Geography

http://www.washington.edu/students/gencat/academic/geog.html

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

Yes

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

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

The Arctic is one of the most critical emerging regions of the world. The environmental, social, economic, and political changes occurring in the Arctic present challenges in both the natural and social sciences. These challenges require students to have an interdisciplinary understanding of the complex interface between human societies and the environment. Future leaders in the region will be those who can combine interdisciplinary knowledge covering policy, culture, and science to address the unique and urgent challenges to the region. At the UW, there is growing undergraduate interest in Arctic studies. This undergraduate minor responds to student interest and to the opportunity for the UW to combine its strengths in polar science with growing expertise in the social sciences to become an international leader in Arctic Studies.

The purpose of this minor is for undergraduates to have an opportunity to gain skills relevant to addressing major science and policy issues in the Arctic. Students may pursue research topics such as indigenous governance; adaptation of northern communities to environmental and social change; security issues (e.g., health issues, food sovereignty, education, culture, and language); northern economies; processes that are controlling the physical and biogeochemical changes in the Arctic, such as the impact of the state of the atmosphere and the ocean on sea-ice distributions and land ice melt; impact of physical changes on marine ecosystems and biodiversity; and the changing transportation pathways in the Arctic Ocean.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://www.jsis.washington.edu/arctic/minor/description.shtml

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

A brief description of the undergraduate minor, concentration or certificate (2nd program):
The purpose of the Environmental Studies minor is to broaden students' understanding of the scientific, technological, management, policy, legal, cultural, and ethical dimensions of environmental issues in areas beyond their chosen disciplines. Additionally, the Environmental Studies minor seeks to enhance student skills in communication, group work, decision-making, and conflict resolution.

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

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

A brief description of the undergraduate minor, concentration or certificate (3rd program):
The Climate Minor, offered through the College of the Environment, provides undergraduates with a unique opportunity to explore the science of climate in a multi-disciplinary context. The minor brings together coursework in climate chemistry and biology, physical climate and past climate through courses in Atmospheric Sciences, Oceanography, Earth and Space Sciences and other science departments, with additional opportunities to explore policy, energy and human dimensions of climate change. Successful completion of the climate minor provides students with a strong interdisciplinary foundation in climate science and will help to prepare students for graduate study in climate related fields.

The website URL for the undergraduate minor, concentration or certificate (3rd program):
http://uwpcw.washington.edu/academics/tertiary.jsp?entity=CLM&action=GetEntity&title=Climate%20Minor

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

Aquatic and Fishery Sciences - The School of Aquatic and Fishery Sciences (SAFS) encompasses multi-disciplinary programs at the interface between the traditional fields of natural history, environmental biology, and natural resource management. Primary foci are the management of sustainable fisheries of commercially important species; biocomplexity and ecosystem-based management; and sustainable aquaculture.

http://www.washington.edu/students/gencat/academic/fish.html#MINOR

Marine Biology – The minor in marine biology is sponsored jointly by the School of Aquatic and Fishery Sciences, the School of Oceanography, and the College of Arts and Sciences, and is designed to immerse students in the study of marine organisms and ecosystems, starting in the freshman year.

http://www.washington.edu/students/gencat/academic/fish.html#MINOR
Quantitative Science - quantitative skills applied to biological and ecological fields, an interdisciplinary minor supported by the School of Aquatic and Fishery Sciences and the School of Environmental and Forest Sciences.

http://www.washington.edu/students/gencat/academic/fish.html#MINOR

Climate Science – An interdisciplinary course of study that features courses examining the science, policy, and ecological effects of climate.

http://www.washington.edu/students/gencat/academic/ocean.html#MINOR

Ecological Restoration – The modern field of ecological restoration (ER) showcases the necessity and merits of interdisciplinary approaches to real-world problems. Effective restoration of complex ecosystems and their human interplay requires a fusion of expertise from ecology, other life sciences, physical and social sciences and the humanities. The minor in ecological restoration seeks to prepare students to address the complex relationships of human communities and ecological sustainability.

http://www.washington.edu/students/gencat/academic/sefs.html#MINOR

Environmental Science and Terrestrial Resource Management – Offers students majoring in a wide range of subjects exposure to the challenges facing terrestrial ecosystems, including their conservation and restoration. Course work provides a solid foundation for links to other fields of biology, environmental education, journalism and public policy.

http://www.washington.edu/students/gencat/academic/sefs.html#MINOR

Environmental Health – The minor is designed to help students understand the influences and impact of environmental factors on human health, and it is especially appropriate for those majoring in the sciences.

http://www.washington.edu/students/gencat/academic/envh.html#MINOR

Program on the Environment – The purpose of the Environmental Studies minor is to broaden students’ understanding of the scientific, technological, management, policy, legal, cultural, and ethical dimensions of environmental issues in areas beyond their chosen disciplines

http://www.washington.edu/students/gencat/academic/envir.html#MINOR
Urban Ecological Design – Urban Ecological Design instructs students in designing ecological systems within our cities, designing with people to express their cultures in the urban landscape, creating ecological and cultural places people can care about and take care of, and making healthy places.

http://www.washington.edu/students/gencat/academic/larch.html#MINOR
Graduate Program

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

The website URL for the graduate degree program (1st program):
http://depts.washington.edu/poeweb/students/gradprograms/envmgt/courses.html

The name of the sustainability-focused, graduate-level degree program (2nd program):
Master of Science: Forest Resources - Sustainable Resource Management

A brief description of the graduate degree program (2nd program):
---
The website URL for the graduate degree program (2nd program):

The name of the sustainability-focused, graduate-level degree program (3rd program):
Master of Science: Forest Resources - Social Sciences

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

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

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

Master of Forest Resources (MFR) - Forest Management
http://www.cfr.washington.edu/academicPrograms/graduate/professional.shtml

Masters of Marine Affairs (MMA)
http://depts.washington.edu/smea/admissions/mma-curriculum

Master of Sustainable Transportation (MST)
http://www.sustainable-transportation.uw.edu/

Master of Public Administration (MPA) - Environment & Natural Resource Management
http://evans.uw.edu/degree-programs/master-of-public-administration-mpa

Professional Masters in Geographic Information Systems and Sustainability
http://www.outreach.washington.edu/pmpgis/
Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
---

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

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

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

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

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

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

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

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

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

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Immersive Experience

Responsible Party
Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

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

And/or

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

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

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

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

Yes

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

The University of Washington offers several sustainability immersive and sustainability focused educational study programs within culminating project experiences, studios, field courses, and International Programs and Exchanges.

Selected list of Senior Capstone Experience and Culminating projects:
- Environmental Studies Majors participate in a three-quarter Capstone Experience featuring a project-based internship with a community-based organization.

http://depts.washington.edu/poeweb/students/capstone/capstone.html

- Environmental Science and Resource Management Majors complete a 10-credit Senior Capstone featuring a senior project, research thesis, and/or a restoration ecology field-based project.
- Aquatic and Fishery Sciences Majors complete a three-quarter Capstone Senior Research Project featuring an independent or team research project, internship, and/or fieldwork at research center, government agency, and/or NGO.

- Earth and Space Sciences Majors complete a summer field camp, a 12-credit, six-week course held in Dillon, Montana featuring geological field work, field trips, and group and individual projects.

- Oceanography Majors complete a two-quarter Senior Thesis project in which they design their own research projects to be carried out during a week-long cruise aboard a research vessel.
- Community, Environment, and Planning Majors complete a three-quarter capstone series, in which they design their own projects working with community “clients” on environmental and sustainability projects.

- Environmental Management Certificate program graduate students complete a two-quarter, team Keystone Project with community partners to address environmental problems with policy, scientific, and business ramifications.

- Restoration Ecology Minor students complete a three-quarter, team-based Senior Capstone focused on completing a local restoration project with a community client; student teams plan, design, install, and monitor a restoration project.

Selected list of immersive studio and field courses:
- The Program on the Environment offers ENVIR 480, a “Sustainability Studio” course in which student research teams analyze specific sustainability practices on the UW campus, focusing each quarter on a different set of specific sustainability practices related to food, water, energy, and climate, among other topics.
- The Community, Environment, and Planning program offers the following sustainability-focused immersive course experiences:

**CEP 200** - Students explore the importance of looking at communities, the natural environment, and the process of planning to solve critical issues by engaging in service learning.

**CEP 446** - Students complete internships that relate to the community, the environment, and planning.

**CEP 460 Studio Course** - students work with planning departments and neighborhood organizations to support environment/sustainability projects.

http://cep.caup.washington.edu/

- The School of Oceanography offers several sustainability-focused immersive course experiences:

**Beam Reach** - an intensive 10-week-long "voyage" divided between the Friday Harbor Labs and a sailing research vessel. Students conduct independent research projects that use bioacoustic techniques to explore endangered killer whales, their prey, and their environment.

**Ocean Observing Initiative** - research cruise onboard the R/V Thomas G. Thompson; students use the Canadian remotely operated vehicle (ROV) ROPOS to contribute to the on-going installation of the Ocean Observatories Initiative's (OOI) Regional Scale Nodes (RSN), a high power and high bandwidth cabled observatory.

**OCEAN 492: Ocean Acidification Research Apprenticeship** - Students participate in an ocean acidification mesocosm experiment by helping to design and conduct the overall sampling and by creating their own specific research study.

The University of Washington International Programs and Exchanges (IPE) provide hundreds of study abroad and internship options to UW students. A variety of study abroad models are available including University Exchanges, UW Programs, Exploration Seminars, and Affiliated Programs. Within these programs, multiple opportunities immerse students in sustainability, including but not limited to the following:

- Aeronautics & Astronautics Australia: Autonomous Systems and Robotics for Biological Research & Monitoring ( Exploration Seminar)
- CIEE Summer Tropical Ecology and Conservation in Monteverde, Costa Rica
- CIEE Sustainability and Community Program in Stellenbosch, South Africa
- CIEE Sustainability and the Environment in Monteverde, Costa Rica
- CIEE Tropical Ecology and Conservation in Monteverde, Costa Rica
- CIEE Tropical Marine Ecology and Conservation in Bonaire
- Environmental & Forest Sciences Costa Rica - Natural & Cultural History of Costa Rica ( Exploration Seminar)
- JSIS India: Explore India’s Himalaya – Culture, Politics, Environment
- Program on the Environment Peru - From Andes to Amazon: Biodiversity, Conservation & Sustainability ( Exploration Seminar)
- SIT Study Abroad Australia: Rainforest, Reef, and Cultural Ecology
- SIT Study Abroad Australia: Sustainability and Environmental Action
- SIT Study Abroad Brazil: Amazon Resource Management and Human Ecology
- SIT Study Abroad Brazil: Social Justice and Sustainable Development
- SIT Study Abroad Ecuador: Comparative Ecology and Conservation
- SIT Study Abroad Ecuador: Development, Politics, and Languages
- SIT Study Abroad Iceland: Renewable Energy, Technology, and Resource Economics
- SIT Study Abroad India: Social Change and Sustainable Development
- SIT Study Abroad Madagascar: Biodiversity and Natural Resource Management
- SIT Study Abroad Mongolia: Geopolitics and the Environment
- SIT Study Abroad Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation
SIT Study Abroad Tanzania: Wildlife Conservation and Political Ecology
SIT Study Abroad Tanzania: Zanzibar Coastal Ecology and Natural Resource Management
The School for Field Studies - Marine Resource Management Studies (Turks and Caicos Islands)
The School for Field Studies - Summer Program in Sustaining Tropical Ecosystems and Applied Research Techniques in Costa Rica
The School for Field Studies - Summer Program in Wildlife Management & Techniques for Wildlife Field Research in Tanzania
The School for Field Studies - Sustainable Development Studies (Costa Rica)
The School for Field Studies - Tropical Island Biodiversity & Conservation Studies (Panama)
The School for Field Studies - Tropical Rainforest Studies (Australia)
The School for Field Studies - Wildlife Management Studies (Tanzania)
The School for Field Studies-Summer Program in Rainforest Management Studies and Techniques for Rainforest Research in Australia and New Zealand

http://studyabroad.washington.edu/

The website URL where information about the immersive program(s) is available:
http://studyabroad.washington.edu/
Sustainability Literacy Assessment

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

87

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

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

When you think about the UW’s sustainability reputation, how important are the following recognitions?
Very important Somewhat important Not important I don't know what this is
#12th “Cool School” ranking in the country by the Sierra Club in 2013. Down from #1 in 2011.
Green Honor Roll award by the Princeton Review in 2013.
LEED GOLD rating on all campus buildings completed since 2009.
2nd Place in the Academia category of the Seattle Business - Green Washington Award

The UW has many initiatives to reduce its carbon emissions. How aware are you of the following on-going initiatives at the UW:

Very aware Somewhat aware Not aware I don't know what this is
Developing a regional Smart Grid network.
Offering “Zimride.”
Operating free shuttle services around campus.
Monitoring all of its campus buildings’ energy consumption.
Offering bike lockers, bike racks, and secure indoor “bike rooms” throughout campus.
Purchasing only Energy Star rated appliances.
Monitoring all of its campus buildings’ water consumption.
Offering telecommuting options for staff.
Committing to a Climate Action Plan to reduce campus emissions.

Of the following current UW initiatives, please estimate what you believe to be the impact of each on the University’s reduction of carbon emissions:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>High Impact</th>
<th>Medium Impact</th>
<th>Low/No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreasing water consumption.</td>
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<tr>
<td>Decreasing paper purchasing.</td>
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<td></td>
<td></td>
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<tr>
<td>Increasing purchases of recycled products</td>
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<tr>
<td>Increasing purchasing of locally processed food</td>
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<td>Decreasing the number of UW community members who drive alone to campus</td>
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<tr>
<td>Maintaining campus energy consumption at current levels despite increases in buildings and population.</td>
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<tr>
<td>Increasing number of LEED certified buildings on campus.</td>
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<tr>
<td>Decreasing amount of waste sent to landfills.</td>
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<tr>
<td>Providing grants and funding for sustainability focused projects and research.</td>
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</tbody>
</table>

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

The assessment was conducted in February 2014 through a survey modeled after a similar survey sent out in 2012. The 2012 survey was developed by graduate students working with a faculty mentor in the business school with consulting/marketing expertise and went through various phases of pre-testing with official campus leaders such as deans and union representatives, as well as opinion chairs such as department chairs and student organization leaders. The original survey was intended to gauge awareness of sustainability and initiatives to reduce emissions, and develop a communications plan to further educate on these topics. The 2014 assessment was developed to again gauge awareness and track for improvements and changes in the knowledge and attitude of the campus community.

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

The survey was administered through the campus Bulk Mail service. Any member of the campus with a current net id and University of Washington email address received an email containing the link to the survey through Catalyst and context for the justification of the survey.

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

Results found increased interest and knowledge of recognitions such as Sierra Club’s “Cool School” Rankings, Princeton Review's Green Honor Roll and LEED building certification, with designation of importance more than doubling. Interests in campus sustainability were in decreasing solo drivers, encouraging use of UPASS (bus services) and hosting an on-campus sustainability summit moved from 5, 8 and 12 to 2, 3 and 5 on a list of 12 initiatives. Decreasing waste sent to landfills remained the top interest. Survey results showed an increase in respondents from 49% to 56% who were aware of the University of Washington’s commitment to a Climate Action Plan.
The website URL where information about the literacy assessment(s) is available:
http://green.uw.edu/cap/survey
Incentives for Developing Courses

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Responsible Party

Ruth Johnston  
Associate Vice President  
Finance & Facilities; Office of the Provost

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Criteria

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

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

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

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

Yes

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

The University of Washington has three programs that offer incentives for developing sustainability courses; a Cross Unit Teaching Incentive Fund, Educational Outreach, and Teaching Assistant support.

The College of the Environment Cross Unit Teaching Incentive Fund is aimed at developing courses and programs that are interdisciplinary and promote the expansion of offerings in the College of the Environment. The content of such courses is generally sustainability-focused.

http://coenv.washington.edu/admingateway/academics/Cross%20Unit%20Teaching%20Incentive%20Fund%202011.pdf

UW Educational Outreach offers incentives to faculty to teach fee-based classes. In many cases within fee-based degrees, faculty teach the classes as part of load in exchange for additional FTE tenure-track faculty resources located in the College. UWEO also provides marketing, online instructional design, registration, financial and program administration services to the various schools and colleges. Sustainability and environment represent a top priority for UWEO program development.

http://www.pce.uw.edu/environment-sustainability.html

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The Department of Civil and Environmental Engineering offered faculty Teaching Assistant support to develop course materials for a revamped curriculum for the Bachelor of Science in Civil Engineering (BSCE) degree; the new curriculum will be launched this year and integrates sustainability across the junior year.

http://www.ce.washington.edu/students/ugAcademics.html

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

CoEnv Cross Unit Teaching Fund: The fund provides up to $35,000 for each program funded, which can be used to pay a TA so that a course can be expanded, a part-time student services person to create a minor or certificate, or develop a short course or summer program.

http://coenv.washington.edu/admingateway/academics/Cross%20Unit%20Teaching%20Incentive%20Fund%202011.pdf

UW Educational Outreach: Faculty and highly qualified adjuncts receive one month salary to develop online courses and a significant amount of excess compensation to teach fee-based classes.

http://www.pce.uw.edu/environment-sustainability.html

Department of Civil and Environmental Engineering: The department hired a team of six Teaching Assistants for a summer to work on developing course materials for a revamped curriculum.

http://www.ce.washington.edu/students/ugAcademics.html

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

http://coenv.washington.edu/admingateway/academics/Cross%20Unit%20Teaching%20Incentive%20Fund%202011.pdf
Campus as a Living Laboratory

Criteria

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Academic Research</td>
</tr>
<tr>
<td>Support for Research</td>
</tr>
<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
Academic Research

Responsible Party

Claudia Frere
Manager
Environmental Stewardship & Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution’s faculty and/or staff engaged in sustainability research:
519

Total number of the institution’s faculty and/or staff engaged in research:
4,367

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
78

The total number of academic departments (or the equivalent) that conduct research:
A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

---

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

Neil Abernethy, Biomedical Informatics & Medical Education, Health Services
Thomas Ackerman, Atmospheric Sciences
James Agee, Environmental and Forest Sciences
Jonathan Alberts, Biology
Becky Alexander, Atmospheric Sciences
Alberto Aliseda, Mechanical Engineering
Susan Allan, NW Center for Public Health Practice
Graham Allan, Environmental and Forest Sciences
Edward Allison, Marine & Environmental Affairs
Ernesto Alvarado-Celestin, Environmental and Forest Sciences
Gina Alvino, Genome Sciences
Ricardo Amoroso, Aquatic & Fishery Sciences
Ann Anagnost, Anthropology
James Anderson, Aquatic & Fishery Sciences
Christopher Anderson, Aquatic & Fishery Sciences
Ginger Armbrust, Oceanography
David Armstrong, Aquatic and Fishery Sciences
Stanley Asah, Environmental & Forest Sciences
Kerim Aydin, Aquatic & Fishery Sciences
Olivier Bachmann, Earth and Space Sciences
Kevin M Bailey, Aquatic & Fishery Sciences
Joel Baker, Interdisciplinary Arts and Sciences
Jonathan Bakker, Environmental and Forest Sciences
Theo Bammler, Environmental Health
Megan Bang, Ed Psych/Learning Sciences
John Banks, Interdisciplinary Arts & Sciences
James Barker, Law
John Baross, Oceanography
David Battisti, Atmospheric Sciences
Benita Beamon, Industrial & System Engineering
David Beauchamp, Aquatic and Fishery Sciences
David Beck, Chemical Engineering
Bonnie Becker, Interdisciplinary Arts & Sciences
B Bekemeier, School of Nursing
Philip Bell, Learning Sciences
Michelle Bell, Health Services (Maternal & Child Health)
Basia Belza, Biobehavioral Nursing & Health Systems
Carl Bergstrom, Biology
Julie Beschta, Global Health
Stephen Bezruchka, Health Services
Kenneth Bible, Physiology and Biophysics
Nicholas Bigelow, Chemistry
Cecilia Bitz, Atmospheric Sciences
Paul Bodin, Earth and Space Sciences
Susan Bolton, Environmental and Forest Sciences
Nicholas Bond, Atmospheric Sciences
E Bond, Biobehavioral Nursing and Health Systems
Morgan Bond, Aquatic & Fishery Sciences
Ann Bostrom, Public Affairs
Joanne Bourgeois, Earth and Space Sciences
D Boutain, Psychosocial & Community Health
J.S. Bowman, Oceanography, Astrobiology
Chloe Bracis, Quantitative Ecology & Resource Management
Gordon Bradley, Environmental and Forest Sciences
Trevor Branch, Aquatic and Fishery Sciences
John Bransford, Education
W.J. Brazelton, Oceanography
Christopher Bretherton, Atmospheric Sciences
Michael Brett, Civil and Environmental Engineering
Robert Brown, Atmospheric Sciences
Sally Brown, Environmental & Forest Sciences
J. Michael Brown, Earth and Space Sciences
Sharon Browning, Biostatistics
Brian Browning, Medicine, Medical Genetics
Neil Bruce, Economics
A.P. Bruckner, Aeronautics & Astronautics
Chris Bryson, General Internal Medicine
Rebecca Buchanan, Aquatic & Fishery Sciences
Dedra Buchwald, Medicine
Lauren Buckley, Biology
Diana Buist, Epidemiology
Elizabeth Bukusi, Obstetrics & Gynecology
Renata Bura, Environmental and Forest Sciences
Thomas Burbacher, Environmental and Occupational Health Sciences
Sheryl Burgstahler, JISAO
David Butterfield, JISAO
Lee Campbell, Epidemiology
Thomas Campbell, Medicine
Daniel Carlson, Evans School of Public Affairs
Emily Carrington, Friday Harbor Labs
G. Casassa, Occupational Therapy
David Catling, Earth & Space Sciences
Rose Cattolico, Biology
Airlie Chapman, Aeronautics & Astronautics
Robert Charlson, Atmospheric Sciences
Sujay Chattopadhyay, Microbiology
Cynthia Chen, Civil & Environmental Engineering
Donald Chi, Oral Health Sciences
PATRICK JOHN CHRISTIE, School of Marine and Environmental Affairs and the Jackson School of International Studies
Derek Churchill, Environmental & Forest Resources
Brian Collins, Earth and Space Sciences
Frederick Connell, Health Services
Loveday Conquest, Aquatic and Fishery Sciences
Douglas Conrad, Health Services, Finance & Business Economics
Howard Conway, Earth and Space Sciences
Joseph Cook, Evans School of Public Affairs
Joyce Cooper, JISAO
Jeffery Cordell, Aquatic and Fishery Sciences
Lucio Costa, Environmental and Occupational Health Sciences - Toxicology
Darrel Cowan, Earth and Space Sciences
Trevor Crain, Mechanical Engineering
Kenneth Creager, Earth and Space Sciences
Juliet Crider, Earth and Space Sciences
Allison Crollard, Environmental & Occupational Health Sciences
Kristina Crothers, Medicine
Penelope Dalton, Washington Sea Grant
Eric D’Asaro, Oceanography
M.B. Dauer, Genome Sciences
G. Dawson, Psychology
A.B. De Castro, Nursing & Health Studies (UWB)
A De Castro, Psychosocial & Community Health
Horacio de la Iglesia, Biology
Janice Decosmo, JISAO
John Delaney, Oceanography
Thomas DeLuca, Environmental and Forest Sciences
Jody Deming, Oceanography
George Demiris, Biobehavioral Nursing & Health Systems
Chloe Deodato, Biology
Megan dethier, Friday Harbor Labs
douglas Deur, Environmental and Forest Sciences
Curtis Deutsch, Oceanography
Allan Devol, School of Oceanography
Walton Dickhoff, Aquatic and Fishery Sciences
Yonn Dierwechter, Urban Studies
Russell Dills, Environmental Health
sarah Doherty, JISAO
Nives Dolsak, Marine and Environmental Affairs
Sharon Doty, Environmental & Forest Sciences
Miriam Doyle, JISAO
Glen Duncan, Epidemiology, Nutritional Sciences
Maitreya Dunham, Genome Sciences
Dale Durran, Atmospheric Sciences
Alison Duvall, Earth and Space Sciences
Ivan Eastin, Environmental and Forest Sciences
Robert Edmonds, Environmental and Forest Sciences
Todd Edwards, Health Services
Dawn Ehde, Rehabilitation Medicine
Steven Emerson, Oceanography
Charles Eriksen, Oceanography
Timothy Essington, Aquatic and Fishery Sciences
A. Estes, Speech & Hearing Sciences
Gregory Ettl, Environmental and Forest Sciences
Kern Ewing, Environmental and Forest Sciences
Brian Fabien, Mechanical Engineering
Federico Farin, Environmental Health
Elaine Faustman, Environmental and Occupational Health Sciences
Trevor Fayer, Mechanical Engineering
Richard Fenske, Occupational Health Sciences
Cole Fitzpatrick, Environmental and Occupational Health Sciences
Annette Fitzpatrick, Epidemiology
Abraham Flaxman, Global Health
David Fluharty, Marine and Environmental Affairs
Victoria Foe, Friday Harbor Labs
David Ford, Environmental and Forest Sciences
Kevin Ford, Biology, Climate Science
Eric Foss, Division of Allergy & Infectious Disease
Ralph Foster, Physics
Julie Fox, Environmental & Occupational Health Sciences
Robert Francis, Aquatic & Fishery Sciences
Jerry Franklin, Environmental and Forest Sciences
Gary Franklin, Environmental & Occupational Health Sciences
James Fridley, Environmental and Forest Sciences
Carolyn Friedman, Aquatic and Fishery Sciences
Dargan Frierson, Atmospheric Sciences
Howard Frumkin, Public Health
Qiang Fu, Atmospheric Sciences
Wenqing Fu, Genome Sciences
Clement Furlong, Department of Medicinal Genetics
Alexander Gagnon, Oceanography
Emmanuela Gakidou, Global Health
Lisa Gallagher, Environmental & Occupational Health Sciences
Vincent Gallucci, Aquatic and Fishery Sciences
Daniel Gamelin, Chemistry
Indroneil Ganguly, Environmental and Forest Sciences
Stephan Gardiner, Philosophy
Matthew George, Biology
David Giblin, Burke Museum
Alan Gillespie, Earth and Space Sciences
David Ginger, Chemistry
Dean Glawe, Environmental and Forest Sciences
Stephen Gloyd, Global Health, Health Services
Virginia Gonzales, Global Health
Tim Gould, Civil & Environmental Engineering
Charles Granger, Marine Programs Office
James M Grassley, Aquatic & Fishery Sciences
Lisa Graumlich, College of the Environment
Donald Grayson, Anthropology
Carla Greenbaum, Diabetes Clinical Research (Benaroya)
Frank Greulich, Environmental and Forest Sciences
William Griffith, Environmental and Occupational Health Sciences
Christian Grue, Aquatic and Fishery Sciences
Daniel Grunbaum, Oceanography
Eliezer Guralie, Statistics
Richard Gustafson, Environmental and Forest Sciences
Renee Ha, Psychology
James Ha, Psychology, Primate Center
Amy Hagopian, Global Health
Gregory Hakim, Atmospheric Sciences
Bernard Hallet, Earth and Space Sciences
Charles Halpern, Environmental and Forest Sciences
Alan Hamlet, Aquatic and Fishery Sciences
William Hardin, Biology
Erika Harnett, Earth & Space Sciences
Stevan Harrell, Environmental and Forest Sciences
Robert Harrison, Environmental & Forest Sciences
Dennis Hartmann, Atmospheric Sciences
Lorenz Hauser, Aquatic and Fishery Sciences
Susan Hautala, Oceanography
S Hecker, Environmental and Occupational Health Sciences
Dean Hegg, Atmospheric Sciences
Brian Henn, Civil Engineering
Steve Herbert, Geography, and Law, Societies & Justice
Albert Hermann, JISAO
Russell Herwig, JISAO
Barbara Hickey, Oceanography
Ray Hilborn, Aquatic and Fishery Sciences
Robert Hilt, Psychiatry & Behavioral Sciences
Thomas Hinckley, Environmental and Forest Sciences
Laura Hinkelman, JISAO
Irl Hirsch, Medicine
Daniel J Hively, Aquatic & Fishery Sciences
Kevin Hodgson, Environmental and Forest Sciences
Gordon Holtgrieve, Aquatic and Fishery Sciences
Robert Holzworth, JISAO
Rachel Horak, Oceanography
John Horne, Aquatic and Fishery Sciences
M. Horner-Devine, Aquatic & Fishery Sciences
Heidi Houston, Earth and Space Sciences
Robert Houze, Atmospheric Sciences
Shiu-Lok Hu, Pharmaceuticals
Deborah Huang, General Internal Medicine
George L Hunt, Aquatic & Fishery Sciences
Katharine Huntington, Earth and Space Sciences
Takato Imaizumi, Biology
Anita Ingalls, Oceanography
Lyatt Jaegle, Atmospheric Sciences
D.A. Jaffe, Atmospheric Sciences
Lekelia Jenkins, School of Marine and Environmental Affairs
Ashley Jochim, Engineering
Harlan Johnson, Oceanography
Grace John-Stewart, Global Health, Medicine, Epidemiology, Pediatrics
Laurie Juranek, JISAO
Matt Kaeberlein, pathology
David Kalman, Environmental Health
Marina Kalyuzhnaya, Microbiology
Catherine Karr, Pediatrics, Pediatrics-Division of General Pediatrics/Occ Env Med Progra Director, Ped Env Health Specialty Unit, Env. & Occ. Health Sciences
N.J. Kassebaum, Anesthesiology & Pain Medicine
Joel Kaufman, Environmental & Occupational Health Science, Epidemiology, Medicine
Terrance Kavanagh, Environmental & Occupational Health Sciences
Darren Kavanagh, Geography
Mitsuhiro Kawase, Oceanography
Richard Keil, Oceanography
Julie Keister School of Oceanography
Deborah Kelley Oceanography
Ryan Kelly Marine and Environmental Affairs
Brian Kennedy Biochemistry
Benjamin Kerr Biology
Soo-Hyung Kim Environmental & Forest Sciences
Sun-Young Kim Environmental & Occupational Health Sciences
Ann Kimball Epidemiology
Teri King Marine Programs Office
Dagmara Kisiel Microbiology
John Kissel Environmental & Occupational Health Science
Terrie Klinger Marine and Environmental Affairs
Terrie KLINGER, School of Marine and Environmental Affairs
Christopher Knight Medicine
Jane Koenig Environmental Health
C. Kooperberg Biostatistics
Kenneth Kopecy Biostatistics
Michelle Koutnik Earth and Space Sciences
Meade Krosby College of the Environment
Antoinette Krupski Psychiatry & Behavioral Sciences
Kristin Laidre Physics
Tim Larson Civil & Environmental Engineering
Joshua Lawler Environmental and Forest Sciences
K Leach Psychosocial & Community Health
Craig Lee Oceanography
Hyun-Boo Lee Mechanical Engineering (Nanotechnology)
Liliana Lengua Psychology
THOMAS LESCHINE School of Marine and Environmental Affairs & Aquatic and Fishery Sciences
Evelyn Lessard Oceanography
Dennis Lettenmaier JISAO
Dennis Lettenmaier Civil & Environmental Engineering
Mary Lidstrom Chemical Engineering
Marvin Lilley Oceanography
Stephen Lim Global Health
Peter Lisi Aquatic & Fishery Sciences
Karen Litfin Political Science
Jeremy Littell JISAO
R Logsdon Psychosocial & Community Health
W.T. Longstreth Neurology
Rafael Lozano Global Health
Jessica Lundquist JISAO
Jessica Lundquist Civil & Environmental Engineering
James Lutz Environmental & Forest Sciences
Michael MacCoss Genome Sciences
Parker MacCready Oceanography
Nathan Mantua JISAO
Roger Marchand JISAO
Ruth Martin Earth & Space Sciences
Ben Marwick Anthropology
John Marzluff Environmental and Forest Sciences
Clifford Mass Atmospheric Sciences
Peter May Political Science
C McCahon School of Nursing
R. McClell& Medicine, Epidemiology, Global Health
Michael McDonell Psychiatry & Behavioral Sciences
Russell McDuff Oceanography
Lynn McMurdie Atmospheric Sciences
Socorro Medina Atmospheric Sciences
Hendrika Meischke Health Services
Edward Melvin Marine Programs Office
Victor Menaldo Political Science
Mehran Mesbahi Aeronautics & Astronautics
Edward Miles JISAO
Bruce Miller JISAO
Marc Miller Marine and Environmental Affairs
Aaron Miller Genome Sciences
Meryl Mims Aquatic & Fishery Sciences
David Montgomery Earth and Space Sciences
Suresh Moolgavkar Epidemiology, Biostatistics
Calvin Mordy JISAO
Megan Moreno Child Health Behavior & Development
Robert Morris School of Oceanography
Ludmilla Moskal Environmental and Forest Sciences
ANDREAS MUEHLBAUER JISAO
Andreas Muehlbauer JISAO
Helen Murphy ENVIRONMENTAL AND OCCUATIONAL HEALTH SCIENCES
James Murray School of Oceanography
C.J.L. Murray Institute for Health Metrics & Evaluation
Robert Naiman Aquatic & Fishery Sciences
Kerry Naish Aquatic & Fishery Sciences
Jennifer Nemhauser Biology
Elizabeth Nesbitt Earth & Space Sciences
Deborah Nickerson Genome Sciences
Susan Nielsen Environmental & Occupational Health Sciences
Bart Nijssen Civil & Environmental Engineering
Charles Nittouer Oceanography
Carolyn Noonan Biostatistine, Epidemiology
Arthur Nowell Oceanography
H Nuhsbaum Biobehavioral Nursing and Health Systems
Brook Nunn Medicinal Chemistry
Jeffrey Nystuen Oceanography
Kathleen O’Connor Anthropology
Andrea Ogston Oceanography
Julian Olden Aquatic and Fishery Sciences
KIERAN O’MAHONY LIFE Center
Jennifer Otten Health Services
Gwen Ottinger Interdisciplinary Arts & Sciences
Fernan Pacheco de Resende Environmental and Forest Sciences
Julia Parrish Aquatic and Fishery Sciences
Jerome Patoux Atmospheric Sciences
Donald Patrick Health Services
Sandip Paul Microbiology
Dorothy Paun Environmental and Forest Sciences
Robert Pearlman Medicine, Geriatric Medicine, Gerontology
Ann Pearson Art
John Perez-Garcia Environmental and Forest Sciences
David Peterson Environmental and Forest Sciences
James Pfeiffer Global Health
Theodore Pietsch Aquatic and Fishery Sciences
Aseem Prakash Political Science
GIORA PROSKUROWSKI Oceanography
Andre Punt Aquatic and Fishery Sciences
Wei Qin Civil Engineering
Paul Quay Oceanography
Thomas Quinn Aquatic and Fishery Sciences
Sergey Rabotyagov Environmental and Forest Sciences
M.K. Raghuraman Genome Sciences
Kristen Rasmussen Atmospheric Sciences
Rebecca Woodgate Oceanography
Sarah Rechenard Environmental and Forest Sciences
Per Reinhall Mechanical Engineering
Peter Rhines Oceanography
Francois Ribalet Oceanography
Jeffrey Richey Oceanography
Rebecca Richter Medical Genetics
Jerry Ricks Pathology
James Riley Mechanical Engineering
Stephen Riser Oceanography
Steven Roberts Aquatic & Fishery Sciences
Gabrielle Rocap Oceanography
Russell Rodriguez Biology
Gerard Roe Earth and Space Sciences
Luke Rogers ENVIRONMENTAL AND OCCUATIONAL HEALTH SCIENCES
Mark Roth Biochemistry
Jennifer Ruesink Biology
Carolyn Rutter Biostatistics
Clare Ryan Environmental and Forest Sciences
Julian Sachs Oceanography
Brian Saelens Pediatrics
Eric Salathe Science and Technology Program (Bothell), Dept of Atmospheric Sciences, JISAO Climate Impacts Group
Thomas Sanford Oceanography
Sheela Sathyanarayana Pediatrics
Andrew Schauer Earth & Space Sciences
Daniel Schindler Aquatic and Fishery Sciences
David Schmidt Earth and Space Sciences
Beryl Schulman Health Services
Ellen Schur Medicine
Daniel Schwartz Oceanography
Jeanne Sears Health Services
Kenneth Sebens Aquatic and Fishery Sciences
James Seeb Aquatic and Fishery Sciences
Lisa Seeb Aquatic and Fishery Sciences
Noah Seixas Environmental & Occupational Health Sciences
Bettina Shell-Duncan Anthropology
Jay Shendure Genome Sciences
Lianne Sheppard Biostatistics, Environmental & Occupational Health Sciences
Andy Shouse UW Institute for Science and Mathematics Education
Ronald Shreve Oceanography
Christian Sidor Biology
Nicholas Siler Atmospheric Sciences
Julie Silverman Medicine
Charles Simenstad Aquatic and Fishery Sciences
John Skalski Aquatic and Fishery Sciences
Ron Sletten Earth and Space Sciences
Amy Snover JISAO
Jessica Snyder Comparative Medicine
Evan Solomon Oceanography
Young Song Biology
Rolf Sonnerup JISAO
Amy Sprenger Physics
David Stahl Civil & Environmental Engineering
Eric Steig Earth and Space Sciences
Anne Steinemann JISAO
H Stensel Civil and Environmental Engineering
Jennifer Stevenson Rehabilitation Medicine
John Stone Earth and Space Sciences
Bert Stover Environmental Health
Eric Strachan Psychiatry & Behavioral Sciences
Stuart Strand Civil & Environmental Engineering
C Strickland Psychosocial & Community Health
Caroline Stromberg Biology
Becky Suess Atmospheric Sciences
Margaret Sullivan JISAO
Adam Summers Friday Harbor Labs
Abigail Swann Atmospheric Sciences
Terry Swanson Earth and Space Sciences
Willie Swanson Genome Sciences
Susan Taylor Pharmacy
Veronika Tchesnokova Microbiology
Fang-Zhen Teng Earth & Space Sciences
Thomas Terry Forest Resources
Joshue Tewksbury Biology
John Thompson Medicine, Division of Oncology
Luanne Thompson Oceanography
Joel Thornton Atmospheric Sciences
Emma Timmins-Schiffman Aquatic & Fishery Sciences
Jason Toft Aquatic & Fishery Sciences
Tari Topolski Health Services
Christian Torgersen JISAO
Sandor Toth Environmental and Forest Sciences
Charles Treser Environmental Health
Piper Treuting Comparative Medicine
Alan Trimble Biology
Kathy Troost Earth and Space Sciences
Ka-Kit Tung Applied Mathematics
Eric Turnblom Environmental and Forest Sciences
Glen VanBlaricom Aquatic and Fishery Sciences
Sverre Vedal Environmental & Occupational Health Sciences
Edward Verrier Cardiothoracic Surgery Division
John Vidale Earth and Space Sciences
Daniel Vogt Environmental and Forest Sciences
Kristina Vogt Environmental and Forest Sciences
Theo Vos Institute for Health Metrics & Evaluation
Edwin Waddington Earth and Space Sciences
Edward Wagner Health Services
Michelle Wainstein Marine Programs Office
John Wallace Atmospheric Sciences
Judd Walson Global Health, Medicine
Steven Walters Earth and Space Sciences
A brief description of the methodology the institution followed to complete the research inventory:

To complete the research inventory, we first reached out to the Deans of Research at the UW to provide a list of faculty involved in sustainability research. Most of the major areas of study responded. To supplement this, we also inventoried our research publications database (Husky SciVal) for subjects related to sustainability. From this we obtained a secondary list of sustainability researchers that we cross checked with the first list. After ensuring that individuals were not duplicated on our now "final" list of faculty sustainability researchers, we took the list of departments from the list of faculty and reduced the duplicated departments. In order to figure out the number of departments total conducting any research, we pulled a list of colleges/schools/departments from the Office of Research Annual Report, which lists research funding awarded by department. We counted this list to get a total department count, and then cross compared the list of faculty departments from before to identify a number of departments that have faculty conducting sustainability research.

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

Name: James Lutz  
Department: Environmental and Forest Sciences  
Accomplishment: Performed research on big trees three or more feet in diameter, and determined that those trees accounted for nearly half the biomass measured at a Yosemite National Park site, yet represented only 1 percent of the trees growing there. This means just a few towering white fir, sugar pine and incense cedars per acre at the Yosemite site are disproportionately responsible for photosynthesis, converting carbon dioxide into plant tissue and sequestering that carbon in the forest, sometimes for centuries.


Name: Qiang Fu  
Department: Atmospheric Sciences  
Accomplishment: One popular climate record that shows a slower atmospheric warming trend than other studies contains a data calibration problem. Stephen Po-Chedley, a UW graduate student in atmospheric sciences, and Qiang Fu found a correction for the problem, and noted that when it is corrected, the results fall in line with other records and climate models. The finding is important because it helps confirm that models that simulate global warming agree with observations. They identified a problem with the satellite temperature record put together by the University of Alabama in Huntsville. Researchers there were the first to release such a record, in 1989, and it has often been cited by climate change skeptics to cast doubt on models that show the impact of greenhouse gases on global warming.


Name: Joshua Lawler  
Department: Environmental and Forest Sciences.  
Accomplishment: For the past decade scientists have outlined new areas suitable for mammals likely to be displaced as climate change...
first makes their current habitat inhospitable, then unlivable. For the first time a new study considers whether mammals will actually be able to move to those new areas before they are overrun by climate change. Carrie Schloss, University of Washington research analyst in environmental and forest sciences, and Josh Lawler, co-author and UW associate professor of environmental and forest sciences, determined that more than half of the species scientists have in the past projected could expand their ranges in the face of climate change will, instead, see their ranges contract because the animals won't be able to expand into new areas fast enough.


Name: Giora Proskurowski
Department: Oceanography
Accomplishment: While working on a research sailboat gliding over glassy seas in the Pacific Ocean, oceanographer Giora Proskurowski noticed something new: The water was littered with confetti-size pieces of plastic debris, until the moment the wind picked up and most of the particles disappeared. After taking samples of water at a depth of 16 feet (5 meters), Proskurowski, a researcher at the University of Washington, discovered that wind was pushing the lightweight plastic particles below the surface. That meant that decades of research into how much plastic litters the ocean, conducted by skimming only the surface, may in some cases vastly underestimate the true amount of plastic debris in the oceans, Proskurowski said. Reporting in Geophysical Research Letters this month, Proskurowski and co-lead author Tobias Kukulka, University of Delaware, said that data collected from just the surface of the water commonly underestimates the total amount of plastic in the water by an average factor of 2.5. In high winds the volume of plastic could be underestimated by a factor of 27.


The website URL where information about sustainability research is available:
http://green.washington.edu/research
Support for Research

Responsible Party

Claudia Frere
Manager
Environmental Stewardship & Sustainability

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.

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

- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

Yes

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

The University of Washington offers Green Seed Fund grants. Through the Green Seed Fund grants, the UW engages faculty, students, and staff in opportunities that advance sustainable research while contributing to campus sustainability goals. Successful proposals use the campus as a living, learning laboratory and help the UW find solutions to the most pressing environmental issues. Administratively/University funded, the research opportunities provided in sustainability on campus will guide future sustainability decisions and investments.

http://green.washington.edu/gsf

In addition, the UW Environmental Innovation Challenge brings together interdisciplinary student teams to design and develop a solution to a clean-tech problem and produce both a prototype (proof of concept/computer simulation) and business summary that demonstrates
the market opportunity. Teams are judged - by Seattle-area industry clean-tech experts, entrepreneurs, and cleantech investors - on their prototypes (or computer simulations), pitches and business summaries, plus the potential impact of their innovation. The Environmental Innovation Challenge supports ideas that reduce environmental impacts, improve ecological sustainability, or conserve resources, and that can compete in the marketplace.

http://www.foster.washington.edu/centers/cie/eic/Pages/eic.aspx

The website URL where information about the student research program is available:
http://green.washington.edu/gsf

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 University of Washington offers Green Seed Fund grants. Through the Green Seed Fund grants, the UW engages faculty, students, and staff in opportunities that advance sustainable research while contributing to campus sustainability goals. Successful proposals use the campus as a living, learning laboratory and help the UW find solutions to the most pressing environmental issues. Administratively/University funded, the research opportunities provided in sustainability on campus will guide future sustainability decisions and investments.

http://green.washington.edu/gsf

Additionally, consideration of sustainability issues is so integral to much of the research that is conducted in the UW College of the Environment that there is not a specific program to promote sustainability research. Instead, the College of the Environment has a strong infrastructure to promote environmental research in general, which encompasses sustainability research.

The website URL where information about the faculty research program is available:
http://green.washington.edu/gsf

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

A brief description or the text of the institution’s policy regarding interdisciplinary research:
In the College of the Environment, promotion and tenure guidelines explicitly give positive recognition to interdisciplinary research, and the guidelines also emphasize that the UW Faculty Code values interdisciplinary research (24-32B) and contributions to diversity (24-32 prologue).

From the College of the Environment guidelines:
"4) CANDIDATE'S LIST OF SIGNIFICANT CONTRIBUTIONS & PERSONAL STATEMENT
The Faculty Code states that each candidate shall include a self-assessment of his or her qualifications for promotion in the file."

From Academic HR:
“The candidate should provide a promotion statement listing and describing his/her scholarly or creative contributions in the record that are likely to be of the most lasting significance.... The candidate is also expected to describe briefly his/her significant teaching and service contributions.”

.... (extra College of the Environment guidelines):
Note that the faculty code highlights research mentorship as part of a research portfolio and also explicitly mentions that interdisciplinary research and contributions to diversity are to be valued. The College values external engagement and recommends candidates include a section on synergistic activities, interdisciplinary contributions and broad impacts. In the College’s guidelines, we have also explicitly put value on external engagement and impact.

The College of the Environment’s guidelines can be accessed online at:


This year, many if not most/all cases of promotion discussed by the College Council included and paid positive attention to issues of interdisciplinary and external engagement/impact.

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

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

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

The UW Libraries has provided extensive services and support for sustainability research and learning for a many years, but increasingly so during the last three. For example, the Libraries has assigned several librarians responsibility for outreach to departments and programs emphasizing sustainability. This outreach includes research, consultation, instruction, and developing collections supporting related research and teaching. In addition to thousands of current, relevant books and tens of thousands of relevant journal articles to which UW researchers have access is the online Environmental Studies in Video collection (http://alexanderstreet.com/products/environmental-studies-video)

) now in process of being purchased.

An example of the kind of work the librarians assigned to support of environmental topics is the current and extensive library guide to resources on the Environment (http://guides.lib.washington.edu/environment)
several others on such related topics as Atmospheric Sciences, Earth and Space Sciences, Fisheries, Forest Resources, Marine Studies, and Oceanography are also available, as are others related to topics touched on in the Earth Charter, such as Human Rights and Gender, Women and Sexuality Studies. (For a full list, see http://guides.lib.washington.edu/subject).

The Libraries also continues to actively pursue and support financially sustainable/Open Access publishing initiatives aimed at making information freely available to all users – another Earth Charter value. A recent relevant example was the Libraries’ role facilitating conversations between College of the Environment researchers and publisher BioOne that encouraged UW faculty members (including prominent ocean scientist Jody Deming) to become involved in the successful and high-profile launch of the new Open Access journal Elementa: Science of the Anthropocene (http://elementascience.org).

The website URL where information about the institution's library support for sustainability is available: http://guides.lib.washington.edu/subject
Access to Research

Criteria

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

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

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

Campus Engagement

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Student Educators Program</td>
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<tr>
<td>Student Orientation</td>
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<td>Student Life</td>
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<td>Outreach Materials and Publications</td>
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<tr>
<td>Outreach Campaign</td>
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<tr>
<td>Employee Educators Program</td>
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<tr>
<td>Employee Orientation</td>
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<td>Staff Professional Development</td>
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Student Educators Program

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

42,263

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

SEED (Students Expressing Environmental Dedication)

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

7,280
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The mission of SEED is to promote sustainability in the UW's Residence Halls and campus community. SEED's efforts focus on composting, bottled water, tabling, pilot programs and many other activities to address a broad array of issues. SEED not only raises student awareness about sustainability, but also works with administrative staff to create institutional change on campus.

Some of SEED's activities include creating posters and games to educate students, a “Forget the Fragrance” project, a “Think Outside the Bottle” project, a hand towel pilot project, organizing campus clean ups, maintaining a p-patch for residence hall students, and "Trash Talkers" - an ongoing program in which students educate other students on what can be composted, recycled, and trashed at mealtimes.

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

Elections with question and answer sessions are held for most of the official board positions, except for the executive director. The executive director goes through an application process, with questions and interviews with Housing and Food Services, and then the final decision is confirmed with votes from members of SEED. Liaisons from Residence Hall Councils apply for positions for their halls to be in SEED. All other members are volunteers and receive training from the board committee members.

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

A transition retreat is held at the end of each school year for the old executive board to train the new incoming board. At the transition retreat, students share past experiences, provide documents, share photos, offer advice, exchange items (games etc), and share contacts. General leadership trainings/conferences are provided by Housing and Food Services to leaders of SEED and other groups through the Residence Hall Student Association.

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

Housing and Food Services provides some funding to SEED for supplies, activities, events, and outreach campaigns. Staff support is also provided by Housing and Food Services. Also, since SEED is a Registered Student Organization, they receive an advisor and can receive funding and other resources from the Student Activities Office.

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

EcoReps at the University of Washington

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

9,600

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):
The EcoRep Program is designed to encourage sustainable behaviors in students, faculty, and staff of the University of Washington through peer-to-peer communication, motivation and education. The University of Washington as an institution is a leader in sustainability, but that does not fully imply that its constituents are. This program’s goal is to make sustainability a social norm. Focuses are in alternative transportation, waste diversion, energy reduction, and water management. Although constituents do not have total control over these elements, there are still many measures whereby they can reduce their ecological impact. The first activity organized by this group was a Trashion Show on Earth Day in 2012. Since then, EcoReps have hosted a campus clean up, launched a Green Greek Certification Program, and partnered with other student groups on campus to promote many events. EcoReps also work with different offices and organizations to spearhead green projects around campus, such as paper towel composting, waste sorts, and recycling bin delivery to the Greek community.

A brief description of how the student educators are selected (2nd program):
Currently, the student educators are volunteers identified through either peer to peer outreach, or through our Carlson Center for Service Learning. Through the Carlson Center, some EcoReps can earn credit for their involvement in EcoReps.

A brief description of the formal training that the student educators receive (2nd program):
The educators receive formal training and education on sustainable habits, such as transportation choices, energy and water use, and compost and recycling standards. They also receive formal leadership training, learning their communication styles and how best to communicate with others.

A brief description of the financial or other support the institution provides to the program (2nd program):
Currently there is one paid EcoRep coordinator, and a small fund from UW Environmental Stewardship & Sustainability. Additionally, the Student Activities Office provides standard Registered Student Organization resources to the student group of EcoReps.

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

Number of students served (i.e. directly targeted) by the program (3rd program):
42,263

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):
The UW Farm provides students with an opportunity to gain experience in the practice and study of urban agriculture and sustainability. It is an educational, community-oriented resource for people who want to learn about building productive and sustainable urban landscapes. The UW Farm offers many opportunities for the UW community to get involved with volunteering, farm tours, and community pizza bakes. The farm has three locations in a variety of settings, including central campus and planting areas prominently featured near student housing. They maintain several student committees, with specialized focuses including beekeeping, fungi, compost, and education.
A brief description of how the student educators are selected (3rd program):

Student educators are selected through peer-to-peer outreach or through the Carlson Center for Service Learning. Through the Carlson Center, students can earn credit for their work with the UW Farm.

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

Students working with the farm receive formal training in the organizing volunteers and instruction on farm practices. Students interning at the farm learn about developing planting/harvest schedules, volunteer coordination for directing work parties and/or construction, and facilitation/negotiation skills.

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

As well as providing space on campus and buying the produce and vegetables grown by the UW Farm, the University of Washington offers staff support and paid internship positions to students through the UW Farm. The UW Farm has a paid manager to coordinate all farm activities.

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

---

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

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

---

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

---

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

---

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

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Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:
The website URL for the peer-to-peer student outreach and education program(s):

http://green.uw.edu/env-students
Student Orientation

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

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

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

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

100

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

In new student orientation, students are introduced to issues of sustainability through a vignette (skit) in the portion of the program that addresses the culture at the UW. The skit addresses reducing waste, how recycling works at the UW, the culture of thinking sustainability, the institutional efforts of the campus to reduce energy consumption and waste, and information about student organizations dedicated to educating the community around these issues.

During new student orientation, all students are provided a student planner, which will include sustainability information for the first time this year.

The University also uses the freshman and transfer orientation programs to promote the U-PASS and alternative modes of commuting to the campus.
In addition, there are two sustainability-related events scheduled during the annual week-long event that welcomes students to campus: Campus Sustainability 101 and Environmentalism and Our Residence Halls. These events are offered at multiple times throughout orientation to enable more students to attend.

Campus Sustainability 101: Learn about the University of Washington's Climate Action Plan and how students can get involved with sustainability at the UW. Students can also meet representatives from the Campus Sustainability Fund (CSF) a student-led green fee that is solely dedicated to funding student projects on campus.

Environmentalism and Our Residence Halls: Students Expressing Environmental Dedication's (SEED's) shares how they works within the Residence Halls to enact meaningful, lasting change.

The website URL where information about sustainability in student orientation is available:
http://fyp.washington.edu/getting-started-at-the-university-of-washington/advising-orientation-a-o-freshman/
**Student Life**

---

**Responsible Party**

Claudia Frere  
Manager  
Environmental Stewardship & Sustainability

---

**Criteria**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Category</td>
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<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
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<td>Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems</td>
</tr>
<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Other co-curricular sustainability programs and initiatives</td>
</tr>
</tbody>
</table>
The name and a brief description of each student group focused on sustainability:

The University of Washington has 40 active student groups that focus or relate to environment or sustainability topics, the sustainability focused groups are:

- **The Campus Sustainability Fund** is helping to create a sustainable campus by fostering an environmentally conscious culture by funding student-led projects that lessen the University of Washington's environmental impact. The Campus Sustainability Fund has provided around one million dollars in project funding to over 30 project groups over the last three years. This group is student governed.

- **Earth Club UW Student Chapter** executes projects that encourage environmental stewardship on campus and in the UW community. Over the past three years, Earth Club has hosted a workshop on urban farming, mapped local sustainable businesses, contributed to Earth Day activity planning, and volunteer within the community. This group is student governed.

- **EcoReps at the University of Washington** are students who actively engage their peers to promote and encourage sustainable behavior. EcoReps will work in alignment with the UW Environmental Policy statement and the Climate Action Plan goals to decrease UW’s environmental impact. Over the past three years, EcoReps have hosted two “Trashion” Fashion shows, partnered with SEED on a reusable mug campaign, piloted bathroom paper towel composting, and worked with the Greek Community on compost and recycle collection bin delivery, a Green Greek Competition, and Green Greek Certification. This group is student governed.

- **Husky Sustainable Storms** mitigates stormwater runoff on-campus by designing and building a stormwater treatment structure that mimics ecological processes and reflects environmental values. Over the past three years, Husky Sustainable Storms has acquired funding, designed, and are currently implementing a bioswale south of the Burke Museum parking lot. This group is student governed.

- **Real Food Challenge UW** is student run campaign dedicated to working with UW and UW Housing and Food Services to provide ecologically sustainable, locally sourced, humanely and fairly produced food to students on campus in Housing and Food Services dining facilities. Over the past three years, the Real Food Challenge UW has audited the Universities food purchases to determine what percentage of our food is considered "real food." This group is student governed.

- **The Society for Ecological Restoration University of Washington Student Guild** brings together students with a common interest in the science and practice of ecological restoration. Over the past three years, the Society for Ecological Restoration UW has removed invasive plants and planted native plants in an area of campus, and they have attended multiple plant salvages throughout the county to acquire plants for their projects. This group is student governed.

- **The Student Association for Green Environments (S.A.G.E.)** is a registered student organization that helps to build a student community within the Program on the Environment. Events and networking opportunities provided through S.A.G.E. strive to stimulate awareness and promote environmental stewardship. Over the past three years, SAGE has hosted several events (such as hikes, special presentations, and social gatherings), and volunteered in the community (such as outreach for waste at football games). This group is student governed.

- **Students Expressing Environmental Dedication (SEED)** is a student organization at the University of Washington, overseen by Housing and Food Services, that encourages environmentally sound practices in the residence halls and serves to raise awareness about environmental issues that affect the residential community. Over the past three years, SEED has implemented bottle cap recycling in the residence halls, lead the One Thing Challenge, created 3-D signs for compost, recycling and waste, hosted campus cleanups, maintain p-patches, and plan activities for the group. This group is student governed.

- **The Union Bay Natural Area Restoration Group** performs habitat restoration work at the Union Bay Natural Area on campus. This group is student governed.

- **The UW Farm** is a campus center for the practice and study of urban agriculture and sustainability. It is an educational, community-oriented resource for people who want to learn about building productive and sustainable urban landscapes. Over the past three years, the UW Farm has expanded into two additional urban spaces on campus, has partnered with Housing and Food Services to sell UW Farm food in dining facilities, and holds regular work parties and pizza bakes. This group is student governed.

- **Biodiesel Cooperative's** goal is to prepare students for jobs in alternative energy through hands-on experiences. To achieve this end the Biodiesel Cooperative will arrange and execute a plan to utilize waste cooking oil from Housing and Food Services at the University of Washington for the student-led production of biodiesel in perpetuity. This group is student governed.

The website URL where information about student groups is available:
A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The University of Washington offers two student-run opportunities for students to gain experience in farming and gardening:

The UW Farm was started in 2004 by Keith Possee, Dr. Alan Trimble, Dr. Jennifer Ruesink, Elizabeth Wheat, and several students with the goal of educating the UW community about the global impacts of our food choices. The UW Farm is a campus center for the practice and study of urban agriculture and sustainability. It is an educational, community-oriented resource for people who want to learn about building productive and sustainable urban landscapes. The Farm has expanded from three carefully double-dug beds by the Botany Greenhouse, to three diverse urban spaces around UW campus. Student volunteers maintain the farm, and provide outreach and tours that are incorporated into the curriculum of classes ranging from ecology to anthropology. UW Housing and Food Services has agreed to purchase food from the UW Farm for use in campus dining facilities. The UW Farm cannot be certified organic because of its relationship with the greenhouse, which isn’t organic (the soil used for plant starts isn’t technically organic). However, the UW Farm practices sustainable agriculture as much as possible; they don’t use any pesticides or herbicides, but rather use sustainable practices such as polycultures, crop rotations, organic compost, and cover crops. This group is student governed.

The Student P-Patch Garden is a place for Residence Hall students to explore urban farming and food sovereignty. A committed student or group of students tends each garden plot, making individual decisions about what to plant and what to do with the food. SEED (Students Expressing Environmental Dedication), the residence hall environmental group, has taken on leadership of the project, in partnership with the Urban Farm Group at UW, and the UW Grounds Department. This group is student governed.

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

http://students.washington.edu/uwfarm/about/

http://students.washington.edu/uwseed/ppatch/

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

http://students.washington.edu/uwfarm

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

There are several opportunities for students to gain sustainable business skills through real-world experience at the University of Washington:

1. Associated Students of the University of Washington (ASUW) Bike Shop (student-run):
"As kids, bikes represented freedom to explore. As adults, they provide a cost effective, fun, environmentally friendly, and healthy way to travel. Bikes provide the thrill of exploration. The goal of the ASUW Bike Shop is to provide the most affordable and the fastest bicycle journey possible..."
repair service in the area, allowing our customers to spend less money and less time waiting for bicycle repairs. We believe that more people riding bikes on campus will lead to a healthier community. Unlike other bike shops, our goal is not to turn a profit, but rather to provide a service to the community. We love to ride bikes, and we want you to as well!” This group is student governed.

http://bike.asuw.org/

2. Parnassus has provided coffee and goodies to campus patrons since the 1950s. The range of food offerings at Parnassus emphasizes locally made items. In keeping with tradition, the café is run by students with administrative support from Housing and Food Services.

https://www.hfs.washington.edu/dining/parnassus/

3. The annual UW Environmental Innovation Challenge brings together Interdisciplinary student teams to define a clean-tech problem, design and develop the solution, and produce both a prototype and a business summary that demonstrates the market opportunity. These projects encourage students to launch products and businesses that are related to environmental sustainability.

http://eic.washington.edu/

4. Global Social Entrepreneurship Competition:
Members of the Foster School of Business are invited to participate in a competition that focuses on "developing commercially viable businesses aimed at reducing poverty in developing countries."

www.foster.washington.edu/gsec/

5. The Campus Sustainability Fund is a student-run fund that finances positive change through giving the student body opportunities to develop, create, and implement new sustainability ideas.

http://csf.washington.edu

The website URL where information about the student-run enterprise(s) is available:
http://bike.asuw.org/

A brief description of the sustainable investment or finance initiatives:
The Campus Sustainability Fund (CSF) is a student-managed, student-funded green fee that allocates approximately $300,000 annually to student designed sustainability projects at the University of Washington Seattle campus. The fund places students in leadership positions where they gain hands on skills in project management, grant writing, and project implementation, while simultaneously allowing students the opportunity to integrate their research and academic studies into real life applications. This group is student governed.
The website URL where information about the sustainable investment or finance initiatives is available:

http://csf.washington.edu/

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

The University of Washington holds several major events related to sustainability:

• The UW Sustainability Summit celebrates the University’s leadership and accomplishments in environmental stewardship and sustainability. It provides an opportunity for students, faculty, and staff to find ways to get involved with sustainability on campus, and to learn about the Campus Sustainability Fund, the UW Climate Action Plan, and how our community partners play a role in UW sustainability.

http://sustainabilitysummit.uw.edu

• The UW Earth Day Celebration brings students, faculty, staff, and community members together to celebrate the environmental stewardship and sustainability efforts across campus and within the community. Groups can share information about their mission, educate others about their area of environmental focus, and encourage others to get involved.

http://green.washington.edu/earth-day-2012

• The Denman Forestry Series provides information and discussion on timely forestry and natural resources issues. As with all the activities associated with an academic setting, the ultimate goal is to inform and educate students, faculty, staff and the public. These programs are made possible through support provided by the Denman Endowment for Student Excellence in Forest Resources.


• The School of Environmental and Forest Sciences provides three seminar series for students to take for either credit or to attend without course registration. These series are the Water Seminar (ESRM 429/SEFS 529), the Wildlife Science Seminar (ESRM 455/SEFS 554), both offered each Autumn, Winter, and Spring Quarters, and the Silviculture Seminar (SEFS 526), offered Winter Quarter.

http://www.cfr.washington.edu/courses/index.shtml

• The 2013 Engineering Lecture Series examined our national and regional infrastructure up close. From road and rail networks to water and sewer conduits to national power and natural gas grids, life is dependent upon systems.

http://www.engr.washington.edu/alumcomm/lectures.html

• The UW College of the Environment and the School of Environmental and Forest Sciences host an annual Sustaining Our World Lecture, bringing in a speaker each year to a large lecture hall.

http://depts.washington.edu/sefsblog/tag/sustaining-our-world-lecture-series/
• The University of Washington also has several endowment funds administered through the Graduate School that bring speakers in for public lectures. In the past year, the Walker Ames Endowment sponsored lectures by Lawrence Buell, James Balog, and Paul Nicklen. The Jessie and John Danz Endowment sponsored lectures by Majora Carter, and Sheila Watt-Cloutier.

http://www.grad.washington.edu/lectures/

• The Future of Ice Lecture Series: as climate change transforms our environment, the Arctic and Antarctic face a troubling, uncertain fate. Join us for The Future of Ice, a six-part lecture series that covers our polar regions from a variety of perspectives. We offer a slate of renowned experts who will cover issues including glacial retreat, wildlife at the poles, and the changing Arctic environment’s impact on Inuit culture.


• A collection of sustainability events are centralized on the UW Environmental Stewardship & Sustainability’s events calendar

http://green.washington.edu/events

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

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

The University of Washington holds a few cultural arts events related to sustainability:

- The Burke Museum of Natural History and Culture creates understanding of the natural world and our place in it. The museum is responsible for Washington State collections of Natural and Cultural heritage, as well as housing traveling exhibits and displays. A sample of current and past exhibits related to sustainability at the Burke Museum include: "Elwha: A River Reborn," "Plastics Unwrapped," and "Hungry Planet: What the World Eats."

http://www.burkemuseum.org/

- The Trashion Show is trash oriented fashion show designed to change people's perspectives on what waste really is, and also, how certain materials can be diverted from waste. Materials used came from personal trash, commercial dumpsters and collections from different events.

The website URL where information about the cultural arts event(s) is available:
A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The University of Washington has several outdoors programs which follow Leave No Trace principles.

First Year Programs offers an optional Outdoor Adventure to incoming freshman as part of orientation. Incoming students can choose to go on a 3-day kayaking adventure (including camping, hiking, and kayaking), a 2-day Rafting adventure (including hiking, white water rafting, and camping), or a 2-day ropes adventure (including a ropes course, camping, and hiking). They follow Leave No Trace principles.

http://fyp.washington.edu/?page_id=110

The Waterfront Activities Center offers canoe and rowboat rentals to students. They also partner on a yearly event in which volunteers are provided rentals to pick up trash in the water and shoreline.

http://depts.washington.edu/ima/IMA_wac.php

Several student groups including the Washington Yacht Club, Union Bay Rowing club, University Kayak Club, the Climbing Club, and the Wilderness medical interest group help to organize outings for students.

https://sites.google.com/a/washingtonyachtclub.org/home/

http://students.washington.edu/ubrc/overview.html

http://students.washington.edu/ukc/wordpress/announcements/

http://students.washington.edu/climb/faq.php

http://students.washington.edu/wildmed/wilderness-medicine-panel/

These groups are student governed.
Many courses within the University of Washington, especially in the College of the Environment, organize field trips for students to go out into wilderness areas, in which the instructors also press Leave No Trace principles. A strong example of these courses is the ESRM course titled "Spring Comes to the Cascades." Students go on three field trips in which they hike and snowshoe in the Cascade Mountains while examining the interaction between forests, environment, and growth at three locations, from lowlands to alpine, to understand a number of ecological, physiological, and meteorological concepts.

http://www.washington.edu/students/crscat/#CollEnv

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

http://fyp.washington.edu/?page_id=110

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

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The website URL where information about the theme is available:

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

The Sustainable Living Community, located in LEED-certified and energy-efficient Poplar Hall offers students the opportunity to explore environmental impact and social equity topics on multiple scales within their community. This living-learning community is partnered with UW's College on the Environment. The program is not student governed.

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


A brief description of sustainability-focused student employment opportunities:

The University of Washington has several sustainability-focused student employment opportunities.
- Through the Campus Sustainability Fund, two students are employed to administer and communicate the fund.
- Within the Environmental Stewardship & Sustainability office, many students are employed each quarter to focus on various sustainability issues.
- In the Residence Halls, an employment opportunity is provided to lead SEED to ensure success of the program. Additionally, many Resident Advisers include sustainability as a focus of their programming.

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

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

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

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

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

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Outreach Materials and Publications

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Johnston</td>
</tr>
<tr>
<td>Associate Vice President</td>
</tr>
<tr>
<td>Finance &amp; Facilities; Office of the Provost</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

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

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

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

Yes or No
<table>
<thead>
<tr>
<th>A sustainability newsletter</th>
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<td>Yes</td>
</tr>
<tr>
<td>Other sustainability publications or outreach materials not covered above</td>
<td>Yes</td>
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</tbody>
</table>

A brief description of the central sustainability website:

The UW Environmental Stewardship & Sustainability website promotes environmental sustainability by engaging and connecting members of the UW community. It serves as a centralized place for UW sustainability efforts, resources, and information.

The website URL for the central sustainability website:
A brief description of the sustainability newsletter:

UW Environmental Stewardship & Sustainability maintains a listserv called “UW_sustainability,” to which a quarterly newsletter is sent with updates of sustainability projects, programs, and events occurring on campus.

The website URL for the sustainability newsletter:

http://green.uw.edu/newsletter

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

The UW Environmental Stewardship & Sustainability Facebook page promotes environmental sustainability by engaging and connecting members of the University of Washington community. It highlights sustainability activities on campus, such as green certifications and sustainability research by students and faculty.

The "sustainableUW" twitter profile highlights sustainability activities and groups involved with sustainability at the University of Washington

https://twitter.com/sustainableUW

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

https://www.facebook.com/UWSustainability

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

The sustainability portal webpage highlights sustainability research stories on campus.

http://www.washington.edu/discover/sustainability

Additionally, the College of the Environment maintains a news blog as location for curated news, papers and multimedia reflecting the interests and work of the College of the Environment. "CoEnv Currents" is based on ongoing identification, selection and sharing of timely, relevant and high-quality content regarding environmental issues, environmental science, and academia.

http://depts.washington.edu/coenv/news-blog/
The website URL for the vehicle to publish and disseminate student research on sustainability:
http://depts.washington.edu/coenv/news-blog/

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

Two processes are implemented for green building signage: (1) posted signage in buildings for impacts on the surrounding site area, energy consumption, usage of environmentally preferable materials, indoor environmental quality and water consumptions, and (2) a computer dashboard that is available for communication and education for building users in public locations, as well as provided information to the public via web linkage.

http://buildingdashboard.net/washington/#/washington/

The website URL for building signage that highlights green building features:
http://f2.washington.edu/cpo/sustain/leed-projects

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

A website discusses the sustainable dining options available to UW students and gives examples of local, organic and natural foods served.


Additional signage is placed in the dining halls providing information on locally sourced foods, organic foods and more. Digital reader boards highlight menu options which are healthy and sustainable, as well as graphics demonstrating where some of our food comes from. Posters of some of the graphics were printed for dining areas without the digital reader boards.

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

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

UW Grounds posts signage on trees preserved to maintain wildlife habitat. Additionally, UW Grounds is working with students to create signage describing the compost program on campus; the signs will be placed in several planting beds around campus to educate the community about the benefits of using compost.

http://depts.washington.edu/grounds/
The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:
http://depts.washington.edu/grounds/aboutus/sustainability.php

A brief description of the sustainability walking map or tour:

Brockman Memorial Tree Tour
About 480 different kinds of trees beautify the U.W. Only twenty-eight are species native on campus. Since before the turn of the century, forestry professors, botanists, gardeners and landscape architects have planted native and non-native trees for decoration and education. The campus community views trees as valuable resources, studies their ecological roles, and admires their fascinating variations and seasonal transformations. This tour introduces you to the great green realm of a campus renowned for its lovely landscape.

Additionally UW Environmental Stewardship & Sustainability has developed a sustainability map "scavenger hunt" which highlights green buildings, compost bins, e-media bins, sustainable dining options, solar panels and other sustainability features of campus including Campus Sustainability Fund projects such as the biodiversity green wall and the bicycle repair stations.

The website URL of the sustainability walking map or tour:
http://www.cfr.washington.edu/BrockmanTreeTour/

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

Commuter Services Office

Commuter Services and the U-PASS program will help commuters get to the University of Washington’s Seattle campus and better understand their commute options. Mixing up trips by using public transit, bicycling, walking, carpooling or vanpooling helps reduce the number of times commuters need to drive alone. Award-winning parking and public transit options balance convenience with flexibility.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.washington.edu/facilities/transportation/commuterservices/index

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

UW Commuter Services Bikespace offers educational videos, seminars, and webinars on bike safety, bicycle maintenance skills, routing information to help you get to campus, and information on where to park your bike on campus.

http://www.washington.edu/facilities/transportation/commuterservices/bike/commute-planning
Commuter services also offers services to pedestrians including routing information, walking maps, webinars, connection opportunities to meet walking groups, and safety information.

http://www.washington.edu/facilities/transportation/commuterservices/walk

**The website URL for navigation and educational tools for bicyclists and pedestrians:**
http://www.washington.edu/facilities/transportation/commuterservices/

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

Housing and Food Services at the UW provides online resources to assist students in understand all of the options that the department and their living spaces provide to live more sustainably. Information about the building’s green features, how to properly recycle and compost and other tips on how to live more sustainably on campus are available.


https://www.hfs.washington.edu/housing/livinggreen/

**The website URL for the guide for green living and incorporating sustainability into the residential experience:**
https://www.hfs.washington.edu/housing/livinggreen/

**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 Daily," the main student newspaper at the University of Washington, does not currently have a specific reporter assigned to sustainability, but they cover sustainability issues regularly without a specific reporter assigned.
column or a reporter assigned to the sustainability beat:
http://dailyuw.com/

A brief description of another sustainability publication or outreach material not covered above (1st material):
The UW Sustainability Dashboard is a one-stop shop for information on metrics the University currently gathers in a variety of offices and entities around the Seattle campus in regards to sustainability.

The website URL for this material (1st material):
http://green.washington.edu/metrics

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

A brief description of this material (2nd material):
UW Environmental Stewardship & Sustainability, along with many on campus sustainability partners, maintain Facebook pages to stay connected with student environmental groups and individuals interested in learning about UW sustainability efforts through social media. These pages include (but are not limited to):
UW Campus Sustainability Fund
https://www.facebook.com/pages/UW-Campus-Sustainability-Fund-UWCSF/496191420643?fref=pb

UW Recycling
https://www.facebook.com/UWRecycling

UW College of the Environment
https://www.facebook.com/UWCoEnv

UW Civil & Environmental Engineering

UW Center for Sustainable Forestry at Pack Forest
https://www.facebook.com/packforest
UW Environmental Innovation Challenge

https://www.facebook.com/pages/UW-Environmental-Innovation-Challenge/145963762126719

UWalk

https://www.facebook.com/iheartuwalk

UW Rideshare

https://www.facebook.com/uwrideshare

UW U-PASS

https://www.facebook.com/uwupass

UW Bikespace

https://www.facebook.com/pages/UW-bikespace/192290517570966

The website URL for this material (2nd material):
https://www.facebook.com/UWSustainability

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

A brief description of this material (3rd material):
Twitter profiles, including the main sustainability profile sustainableUW, are maintained by UW Environmental Stewardship & Sustainability and many other units. Twitter quickly spreads short sustainability updates to the interested community.

The website URL for this material (3rd material):
https://twitter.com/sustainableUW

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

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

UW Environmental Stewardship & Sustainability maintains a YouTube channel in which video playlists are maintained for UW environment and sustainability related videos regarding research, student videos, or other institutional videos.

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

http://www.youtube.com/sustainableUW

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

Yes

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

Conservation magazine, published by the University of Washington, explores a diversity of environmental topics, and has won numerous awards and accolades since its founding in 1999 for raising the bar on environmental thinking with a mix of world-class journalism, cutting-edge science, and provocative ideas.

http://www.conservationmagazine.org/

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

http://www.conservationmagazine.org/

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

Yes

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

The UW Environmental Stewardship & Sustainability office publishes a fact sheet with broad information on UW sustainability history, achievements, and programs. It can be downloaded on the following page:

http://green.washington.edu/promote/media-toolkit

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

http://green.washington.edu/promote/media-toolkit
Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
Yes

A brief description of this material (7th material):
The UW Environmental Stewardship & Sustainability office produces a Sustainability Brochure, it holds general information related to various topics of sustainability, such as what the University of Washington is doing in terms of water conservation, energy conservation, and more.

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

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

A brief description of this material (8th material):
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The website URL for this material (8th material):
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Outreach Campaign

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Recyclemania
A brief description of the campaign (1st campaign):
RecycleMania is a national competition among universities to promote waste reduction and recycling activities. From February through March, colleges in the competition report recycling and trash weights collected weekly, and are then ranked in standing based on various categories. The University of Washington competes annually in the following categories: Grand Champion, Per Capital Classic, Gorilla Price, and Food Service Organics Diversion.

A brief description of the measured positive impact(s) of the campaign (1st campaign):
This campaign raises awareness among students about our campus-wide recycling and composting initiatives by pitting the UW in competition against other rival Pac-12 universities. In 2013, UW ranked first in among Pac-12 schools in total recycling diverted. This year, we again ranked first in recycling and second in food waste diversion, falling to Stanford in the final weeks of the competition.

This year, a RecycleMania student planning committee was formed to promote RecycleMania and raise awareness about the competition. Two promotional activities the committee pursued include the “Get-Caught Green Handed” campaign where students would spontaneously reward people during lunch when they disposed of their leftovers correctly.

The student committee also coordinated this year’s Trash-In event. It was a smaller scale event but findings from their sort was consistent with previous Trash-In results showing that 81% of the material sorted should have been recycled or composted instead.

http://www.washington.edu/facilities/building/recyclingandsolidwaste/programs

The website URL where information about the campaign is available (1st campaign):
http://www.washington.edu/facilities/building/recyclingandsolidwaste/programs

The name of the campaign (2nd campaign):
Green Certification Program

A brief description of the campaign (2nd campaign):
The Green Office Certification Program at the University of Washington encourages staff, faculty, and students to help make their office or workplace at UW sustainable. Any member from campus departments can participate in an informal audit process about their office practices. The short online survey allows the office to see what steps their office is are already taking to be green, and areas where their office can improve. Qualifying offices will be recognized at different levels of certification based on the criteria they meet.

The certification is based on work place practices that involve action areas, such as energy conservation, green meetings, paper conservation, publications and marketing communications, purchasing, increasing waste diversion, alternative transportation, and more.

http://green.uw.edu/green-office
The Green Laboratory Certification Program at the University of Washington encourages staff, faculty, and students to help make their Laboratory or workplace at UW sustainable. Any member from campus departments can participate in an informal audit process about their laboratory practices. The short online survey allows the laboratory to see what steps their laboratory is already taking to be green, and areas where their laboratory can improve. Qualifying laboratories will be recognized at different levels of certification based on the criteria they meet.

The certification is based on laboratory practices that involve action areas, such as Energy Usage, Communication, Waste, Chemical Usage, Water Usage, Work-related travel, and more.

http://green.uw.edu/labs

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

Since the launch of the Green Certification Programs, practices have been evaluated in over 150 different offices and laboratories on campus, representing the workplaces of over 5,000 employees. This program changes behaviors to be more sustainable and is associated with reductions in energy and resource usages.

The website URL where information about the campaign is available (2nd campaign):
http://green.uw.edu/green-certification

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

Trash-In
In 1970, UW students held the first “Trash-In” on campus to emphasize the waste associated with American life. They collected trash from around campus and separated it into categories, returning recyclable materials to the original producers for reprocessing. Today, the UW Trash-In aims to increase student awareness about how much recyclable or compostable material is still being thrown away on campus. Trash is collected from several areas on campus and is sorted to determine how much could have been recycled or composted. Since the trash in was brought back in 2010, the audit is performed yearly by volunteers, primarily students, and the percentage of waste stream that should not be landfilled is measured.

http://www.washington.edu/facilities/building/recyclingandsolidwaste/about/program-facts

The OneThing Challenge
The One Thing Challenge is an annual competition between residence hall students at the University of Washington (UW) and Washington State University (WSU) to win the title of “Greenest Campus”. The campus with the most participants is awarded the One Thing Cup (a trophy made of recycled material). The One Thing Challenge is a personal commitment to change one thing in your normal routine in order to be more environmentally friendly. By committing to One Thing, you're not radically changing your life. However, that One Thing can lead to other One Things, and you'll find that there are many things you can do to save energy, water and fuel to reduce your impact on the environment.
Trash Talkers
"Trash Talkers" is an ongoing campaign in which members of the student group "SEED" explain to students what can be composted, recycled, and trashed in at the receptacle area during mealtimes.

http://students.washington.edu/uwseed/about/

UW Smart Residence Halls, Energy Challenge:
This challenge is an energy consumer engagement experiment that will enlist UW student residents of Poplar and Elm Halls. It will involve high-tech personal energy management dashboards, floor by floor energy use displays, smart plugs, web-based education tools, social media, and conservation competitions with the goal to reduce energy waste in the two campus residence halls, and to determine the cost benefit of energy use behavior modification programs.

Campus Conservation Nationals
A few of our Residence Halls are participating in the Campus Conservation Nationals this year, a competition to reduce electricity and water consumption.

MEASURED POSITIVE IMPACTS
Trash-In
This campaign not only raises awareness among students as to the amount of improvement that can still be made, but also measures changes from the previous year. In 2011, 28% of our waste stream was actually waste, while 51% could have been composted and 21% could have been recycled. In 2012, 29% of our waste stream was actually waste, while 51% could have been composted and 20% could have been recycled.

The OneThing Challenge
Students commit to doing actions that can save energy, water and fuel all while reducing their impact on the environment.

Trash Talkers
This campaign yields higher waste diversion rates in the dining halls where the campaign is enacted.

UW Smart Residence Halls, Energy Challenge:
This campaign will reduce the amount of energy used in the residence halls.

Campus Conservation Nationals
This campaign reduces the amount of electricity and water that is used in the Halls participating.
Employee Educators Program

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

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

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

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

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

Total number of employees:
23,858

Name of the employee educators program (1st program):
Green Office Programs

Number of employees served by the program (1st program):
23,858

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

The University of Washington offers many opportunities for employees to learn about sustainability through green office programs: participating in green teams, the green office certification program, the PC power and patch management program, the green bag luncheons and more. Employee educators are selected based on their area of work, interest in participating, and amount of time available.
for supporting green office programs and initiatives.

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

Employee educators are trained based on what project they will be working on and often have previous knowledge or expertise in their area of focus. For example, the employees involved in the PC power and patch management program work within IT or the Environmental Stewardship & Sustainability office and are knowledgeable about the technical aspects of the power saving software.

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

Some programs like the green teams and the green bag luncheons do not require financial support, and are run on a volunteer basis. Other programs like the PC power and patch program and the green office certification are administered by paid staff as part of their job duties. Additional financial support is available through grants and rebates as well as sponsorships.

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

http://green.washington.edu/engage

**Name of the employee educators program (2nd program):**

U-Pass

**Number of employees served by the program (2nd program):**

23,858

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

The University of Washington's U-Pass program is available to all employees who work half-time or more, and offers employees discounted rates for a variety of public transportation, encouraging more environmentally friendly commute options over single occupancy vehicles. Commuter Services employs staff and students to help educate campus employees about the program.

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

Educators receive training from Commuter Services on the U-pass program and effective communication techniques for encouraging campus to choose alternate commute options.

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

The University provides central funding support for Commuter Services and additional revenue is generated through U-pass quarterly fees, and other parking fees which help to support the program.

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

http://www.washington.edu/facilities/transportation/commuterservices/u-pass
Name(s) of the employee educator program(s) (all other programs):
Green events & lectures

Number of employees served by all other programs:
23,858

A brief description of how the employee educators are selected (all other programs):
The University offers a variety of additional opportunities for employees to learn about sustainability, including annual events such as Earth Day, the Sustainability Summit, the Conservation Remix, the Ride in the Rain challenge, and many more smaller events. Additional opportunities include participating in the Northwest Earth Institute discussion courses, and a variety of sustainability related lectures across campus which are available to employees. Educators for each program and event are selected based on their interest in participating, and their previous experience in events and sustainability.

A brief description of the formal training that the employee educators receive (all other programs):
Employee educators are trained based on what project they will be working on and often have previous knowledge or expertise in their area of focus. For example, the Ride in the Rain employee volunteers receive information from the program on how to put together a team, and ways to encourage more involvement from staff or faculty in their areas.

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):
Funding for events and lectures is provided either through central funding, alumni donations, or sponsorships and grants from external sources.

The website URL where information about the program(s) is available (all other programs):
http://green.washington.edu/events
Employee Orientation

Responsible Party

Ujima Donalson
Director
Professional & Organizational Development

Criteria

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

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

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

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

Employees can register for the new employee orientation which contains information on UW’s recycling services, and general information on sustainability at the University of Washington including resources, educational information and contacts.

The website URL where information about sustainability in new employee orientation is available:
---
Staff Professional Development

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The University of Washington offers many opportunities for staff to develop and enhance their sustainability knowledge and behavioral practices. The Environmental Stewardship & Sustainability office provides resources for staff such as the Green Office Certification program, the PC Power Management program, the Paper Reduction Initiative, the Green Bag luncheons, a Green Pledge, and more. Individual presentations are available upon request for any staff or department on campus. The office also hosts two annual events where staff can interact with sustainable suppliers and learn about campus sustainability programs: the annual Sustainability Summit, and the annual Earth Day celebration. The University of Washington allows staff 24 hours of release time per quarter for professional development during the work day. Staff can participate in the tuition exemption program and registering for free college courses including over 500 courses available in sustainability. Professional and Continuing Education also offers certificate programs to staff, including 38 courses related to sustainability.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:
The website URL where information about staff training opportunities in sustainability is available:

http://green.washington.edu/
Public Engagement

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

**Credit**

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<thead>
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<th>Community Partnerships</th>
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<td>Hospital Network</td>
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## Criteria

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

Each partnership conforms to one of the following types:

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

• **Duration**: Is multi-year or ongoing and proposes or plans for institutionalized and systemic change

• **Commitment**: Institution provides faculty/staff and financial or material support

• **Governance**: Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

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

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

Yes

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

The University of Washington collaborates extensively with the local community and government offices to advance sustainability.

UW is a founding member of the Seattle Climate Partnership, which offers businesses and organizations the opportunity to lead the community toward the complementary goals of reduced regional greenhouse gas emissions and increased economic competitiveness.

http://www.seattle.gov/archive/climate/

The University of Washington is participating in and contributing to the leadership of a collaborative community planning process within the University District. Internally, the UW is conducting parallel physical planning studies focusing on UW’s role within the University District, specifically West of 15th Avenue N.E., known as West of 15th Avenue Planning. The community planning process, the University District Livability Partnership, is a three-year strategic initiative of the City of Seattle to shape a shared vision and action plan for the District’s future as a vibrant, walkable University District neighborhood, and as a regional center for innovation, knowledge and creativity.
The University also partners with schools and colleges in the region to share best practices on sustainability, in addition to local business leaders like Amazon, Microsoft, Boeing, Starbucks and REI. Our students also work to advance community partnerships through service learning programs and other outreach efforts, like the UW Farm’s partnership with the Youth Garden Works program for disadvantaged youth run by Seattle Tilth. There are also opportunities for the community to learn about sustainability through our Professional and Continuing Education certificate programs and courses.

http://www.pce.uw.edu/environment-sustainability.html

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

---

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

---

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

---

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

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

---

The website URL where information about sustainability partnerships is available:

http://f2.washington.edu/ess/connect/connections-memberships
Inter-Campus Collaboration

Responsible Party

Ruth Johnston
Associate Vice President
Finance & Facilities; Office of the Provost

Criteria

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

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

"---" 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:

The Environmental Stewardship and Sustainability Office at the University of Washington has developed a section on their website to "Promote" sustainability both on campus and across institutions. This section of the website lists awards, newsletters, and media information in addition to hosting a "Video Vault" that highlights various sustainability activities on campus. Presentations and reports, such as the University's Climate Action Plan, Facilities Services Booklet, and Recycling & Solid Waste Annual Report are also posted on this site. The University also submits case studies to programs such as National Wildlife Federation and AASHE as well as speaking at numerous conferences and events locally and nationally such as the Seattle City Council, WACUBO/NACUBO, AASHE Conference and many more. The UW is represented on AASHE’s board, allowing for sharing and learning with other institutions and colleagues.

The University of Washington Sustainability Dashboard (http://green.washington.edu/metrics) displays information on sustainability metrics and conservation targets in order to show the progress toward achievement of the goals outlined in the University's Climate Action Plan and Executive Order No. 13, the University’s Policy for Environmental Stewardship & Sustainability. The University of Washington responds to questions about the development of this online dashboard from other colleges and universities on an ongoing basis.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:
The University of Washington is an institutional member of these organizations, leading the sustainability agenda within higher-learning institutions:
American College & University Presidents Climate Commitment
National Wildlife Federation
Association for the Advancement of Sustainability in Higher Education
Seattle Climate Partnership, founding partner
EPA WasteWise Partner (UW Recycling & Solid Waste)
Green Sports Alliance (UW Intercollegiate Athletics)
Network for Business Innovation and Sustainability
U.S. Green Building Council

A list is available on our website at

http://green.washington.edu/connect/connections-memberships

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

Here is a non-comprehensive list of regional, national and international Universities which the Sustainability office has collaborated with on sustainability related topics: McGill University, Yale, Edmonds Community College, University of British Columbia, Seattle University, University of Utah, Waseda University in Japan, Michigan State University, University of Maryland, Stanford, Evergreen State College, University of California Berkeley, Western Washington University, University of Vermont, Blekinge Institute of Technology (Sweden), Emory, Monash University (Australia), Portland State University and many more. Typically these happen in the form of campus visits and meet and greets with sustainability officers from these campuses. The sustainability office frequently receives calls from students at other campuses who are interested in learning how the UW has done specific projects, like the Campus Sustainability Fund, or the composting programs. Sustainability staff also attend regional collaborative events like the annual South Sound Sustainability Conference, and the Pacific Northwest Sustainability Professionals Workshop at Evergreen State College. The University also collaborates internally among all three campuses, working closely with UW Tacoma and UW Bothell to strengthen sustainability efforts.

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

http://green.washington.edu/promote
Continuing Education

Responsible Party

Bethany Staelens
Assistant to Vice Provost
Educational Outreach

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Number of continuing education courses offered that address sustainability:
51

Total number of continuing education courses offered:
5,939

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

A list and brief descriptions of the continuing education courses that address sustainability:
---
Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

Decision Making for Climate Change (2009)

This certificate was developed in partnership with the UW Department of Civil and Environmental Engineering and offered in collaboration with Northwestern University, the University of British Columbia and the University of California-Irvine.

It is designed for students to understand the impact of climate change and make educated decisions about adapting to and minimizing its effects and examine the causes and economics of climate change and explore possible responses and solutions. Students also analyze the financial, environmental and business aspects of minimization efforts.

What the Program Covers:
- Strategic planning for adapting to and minimizing climate change
- Basic concepts and terms
- Assessment of an organization's impact on the environment
- Government policy development and enforcement in a variety of countries
- Case studies to illustrate consequences and responses

Year the certificate program was created:

2,009

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

http://www.pce.uw.edu/environment-sustainability.html
Community Service

Responsible Party

Rachel Vaughn
Director
Carlson Leadership & Public Service Center

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:
5,436

Total number of students:
41,695

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

Total number of student community service hours contributed during a one-year period:
537,849

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

A brief description of the practice of including community service on transcripts, if applicable:
We have courses at the University that have a service component. If the student completes the course, an “S” is added to the transcript as well with the course.
Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:
---

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

The website URL where information about the institution’s community service initiatives is available:
---
Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Responsible Party

Christy Gullion
Director
Federal Relations

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

---

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

Advancing sustainability is one of the core principals of the University of Washington (UW). The UW is a global leader in environmental science research, education, and technology transfer. We discover and share knowledge for the sustainability of our planet. For example, in FY11, the UW joined with dozens of partners from industry and academia throughout the state to secure a $45 million competitive grant from the Agriculture and Food Research Initiative (AFRI) to establish a robust biorefining industry throughout the Pacific Northwest. The grant will help reduce US dependence on foreign oil, lower the carbon intensity of transportation fuels, and spur rural economic development.

The UW has three offices that coordinate to support public policy advocacy for the institution: The Offices of Federal Relations, State Relations, and Regional Relations. Within the Office of Federal Relations, the UW advocates for increased or maintained funding in the annual appropriations bills for several federal environmental research programs that advance sustainability. This includes programs such as the Department of Energy’s (DOE) Office of Science (UW advocating for a $108 million increase over FY12), DOE’s office of Energy Efficiency and Renewable Energy (UW pushing for a $515 million increase over FY12), The Department of the Interior’s United States Geological Survey (USGS), of which the Office of Federal Relations has been advocating for a $32 million increase, the Department of Defense Advanced Research Projects Agency (UW advocated for maintained research funding), and the National Oceanic and Atmospheric Association (UW pushing for a $300 million increase).

One of the priority programs in the FY13 UW Federal Agenda is the EERE Water Power Program- which supports the Northwest National Marine Renewable Energy Program, co-operated by UW and Oregon State University. The UW has taken a leadership role in
the field of tidal energy and the Office of Federal Relations constantly pushes this mission within Congress by sending letters of support to members encouraging various bills that would increase this funding, and even submitting legislative language for this year’s appropriations bills which would direct Congress to spend $34 million to expand marine and hydrokinetic research, development, and demonstration.

A brief description of other political positions the institution has taken during the previous three years:

---

A brief description of political donations the institution made during the previous three years (if applicable):

---

The website URL where information about the institution’s advocacy efforts is available:

http://www.washington.edu/federalrelations
Trademark Licensing

Responsible Party

Sagan Harlin
Licensing Compliance Coordinator
Trademarks & Licensing

Criteria

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

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

Is the institution a member of the Worker Rights Consortium?:
Yes

Is the institution a member of the Fair Labor Association?:
Yes

Has the institution expressed an intention to participate in the WRC’s Designated Suppliers Program?:
Yes

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://depts.washington.edu/uwlogos/uw-resources/code-of-conduct
Hospital Network

Criteria

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

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

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:
---

Is the institution a member of the Healthier Hospitals Initiative?:
---

Is the institution a member of Practice Greenhealth?:
---

A brief description of the hospital’s sustainability initiatives:
---

The website URL where information about the hospital’s sustainability initiatives is available:
---
Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

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

Responsible Party

Norm Menter
Energy Resource Conservation Manager
Facilities Services

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

"---" indicates that no data was submitted for this field
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

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

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

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

We used a custom tool that follows the GHG Protocol, Revised Edition, released March 2004. The GHG Protocol was developed by the World Business Council for Sustainable Development and World Resources Institute.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
No

A brief description of the internal and/or external verification process:

---

Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
</table>

### Scope 1 GHG emissions from stationary combustion

- **Performance Year**: 86,168 Metric Tons of CO2 Equivalent
- **Baseline Year**: 89,252 Metric Tons of CO2 Equivalent

### Scope 1 GHG emissions from other sources

- **Performance Year**: 11,334 Metric Tons of CO2 Equivalent
- **Baseline Year**: 15,650 Metric Tons of CO2 Equivalent

### Scope 2 GHG emissions from purchased electricity

- **Performance Year**: 2,936 Metric Tons of CO2 Equivalent
- **Baseline Year**: 3,218 Metric Tons of CO2 Equivalent

### Scope 2 GHG emissions from other sources

- **Performance Year**: 4,612 Metric Tons of CO2 Equivalent
- **Baseline Year**: 4,673 Metric Tons of CO2 Equivalent

---

**Figures needed to determine total carbon offsets:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution-catalyzed carbon offsets generated</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>16,400 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Third-party verified carbon offsets purchased</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

---

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

---

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

The University of Washington owns five tracts of mostly forested land only one of which had been surveyed for the 2005 Baseline Year. The College of Forest Resources used their in-house carbon modeling software, Landscape Management System, to calculate the GHG sequestration.

**A brief description of the composting and carbon storage program:**

Facilities Services began a small on-site composting facility in 2012. The amount of GHG reduction is unknown at this time.
A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

---

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,280</td>
<td>5,638</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>166</td>
<td>132</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>450</td>
<td>380</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>42,082</td>
<td>32,403</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>30,148</td>
<td>23,215</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>822</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2005</td>
<td>Dec. 31, 2005</td>
</tr>
</tbody>
</table>

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

The 2005 baseline was established when the original inventory was performed in 2007. This is also consistent with the State of Washington RCW 70.235.050 and RCW 70.235.060 which establishes GHG reductions targets from 2005 levels.

Gross floor area of building space, performance year:

17,912,971 Square Feet

Floor area of energy intensive building space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space Type</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Laboratory space</td>
</tr>
<tr>
<td>Healthcare space</td>
</tr>
<tr>
<td>Other energy intensive space</td>
</tr>
</tbody>
</table>

Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Category</th>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>18,703 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Commuting</td>
<td>47,883 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Capital goods</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>14,801 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>9,329 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

In item Fuel and energy related activities not included in Scope 1 or Scope 2, this is our GHG emissions from our offsite medical facilities.

A copy of the most recent GHG emissions inventory:

---

The website URL where the GHG emissions inventory is posted:

http://f2.washington.edu/oess/profile/greenhouse-gases/

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

Funded a Resource Conservation Manager program to identify potential energy conservation measures to be implemented in existing campus buildings. Established a student funded Campus Sustainability Fund which will allow students to propose and work on projects to
conserve resources. Participating in the Pacific Northwest Smart Grid Demonstration Project which will give us near real time energy data to better understand the operation of our buildings.
Outdoor Air Quality

Responsible Party

David Ogrodnik
Project Engineer -- Environmental
Campus Engineering

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO\textsubscript{x}), sulfur oxides (SO\textsubscript{x}), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

UW AOP No. 21320:


Administrative Policy statement:

http://www.washington.edu/admin/rules/policies/APS/11.03.html

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:
The UW Seattle Campus has been issued Air Operating Permit (AOP) No. 21320 by the Puget Sound Clean Air Agency (PSCAA). This permit lists all applicable air regulations associated with stationary emission sources. The UW is required to formally monitor the Seattle Campus and report all discovered instances of permit non-compliance to PSCAA each month. In addition, UW Administrative Policy Statement 11.3 requires UW to comply with all environmental regulations.

**Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**
Yes

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

UW Seattle Campus AOP No. 21320 requires that "significant" air emissions be reported monthly (12-month rolling total) and annually (calendar year) to PSCAA. The most recent 12-month rolling total of "significant" air emissions (period 1/1/13 through 12/31/13) are listed below.

**Weight of the following categories of air emissions from stationary sources:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>92 Tons</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>1 Tons</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>30 Tons</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>6 Tons</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>---</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>---</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>---</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>---</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
<td>---</td>
</tr>
</tbody>
</table>

**A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

"Significant" air emissions identified above primarily result from natural gas consumption at the UW Central Steam Power Plant. To reduce natural gas consumption, energy-saving projects have been implemented campus-wide. Projects include the Power Plant waste
heat recovery system and heat pump projects. Recently, Savery Hall and Architecture Hall were "totally gutted" and reconstructed to meet current energy codes and LEED standards. In addition, the new Molecular Engineering Building was also constructed to meet these standards. By law, all Washington State buildings must meet LEED standards.

The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:

Buildings

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

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

Responsible Party
Norm Menter
Energy Resource Conservation Manager
Facilities Services

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

Additional information:
Energy Conservation:

Facilities Focus on Sustainability:

http://www.washington.edu/facilities/conservation

http://green.washington.edu/cap
Does the institution have any building space certified under the following green building rating systems for existing buildings?:

<table>
<thead>
<tr>
<th>Rating System</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
<td>No</td>
</tr>
<tr>
<td>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</td>
<td>No</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)</td>
<td>No</td>
</tr>
</tbody>
</table>

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

---

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

13,186,174 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council:

<table>
<thead>
<tr>
<th>Level Description</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>
Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council:

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

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council:

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

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

---

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but not certified:

1,731,613 Square Feet

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

BUILDINGS and ENERGY POLICY.docx

The date the guidelines or policies were formally adopted:

Aug. 30, 2012
A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

ASHRAE LEVEL II AUDITS completed for the following buildings:
Building, Gross Sqft
PHYSICS-ASTRONOMY BAR 175,930
PHYSICS-ASTRONOMY TOWER 44,010
PHYSICS-ASTRONOMY AUDITORIUM 59,181
ELECTRICAL ENGINEERING BUILDING 203,030
PAUL G. ALLEN CENTER FOR COMPUTER SCIENCE & ENGINEERING 168954
MILLER HALL 72,655
GOWEN HALL 68,925
SMITH HALL 92,757
RAITT HALL 48,148
INTRAMURAL ACTIVITIES BUILDING 289,347
BLOEDEL HALL 77,316
WINKENWERDER FOREST SCIENCES LABORATORY 26,231
ANDERSON HALL 33,543
KINCAID HALL 84,459
ARCHITECTURE HALL 47,485
MARY GATES HALL 183,435
GUGGENHEIM HALL 56,207
ESCO Projects completed since 2005 include:
Fluke Hall ESCO Upgrades
UWMC Process CHW
Social Work CHW Cooling Tower
UWMC Consolidated Laundry
UWMC Data Ctr & HVAC Phase III
HSC T-wing Cooling Tower
Chemistry Bldg. ESCO
ICA ESCO
Campus Chilled Water PICV & Meters Phase I & II
UW Tower Lighting ESCO
4545 Tower ESCO
Triangle Garage Lighting ESCO
Gates Library - chiller and DCV
Seattle Campus Irrigation ESCO
PNW Smart Grid Demonstration Project
UW 2010 State Commerce Grant ESCO
Physics Astronomy Lab Ventilation Improvements

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

Policy direction is provided by the UW Environmental Stewardship Committee. Institutional commitment set forth in departmental policy and procedures. Compliance metrics are defined in departmental balance scorecard system. Metrics reported and measured on a quarterly
scorecard report.

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

http://www.washington.edu/facilities/conservation
Building Design and Construction

Responsible Party
Clara Simon
Sustainability Manager
Capital Projects Office

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

The UW currently has 13 LEED projects in process.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</td>
</tr>
<tr>
<td>The DGNB system, Green Star, or another 3-tier GBC rating system</td>
</tr>
<tr>
<td>BREEAM, CASBEE, or another 5-tier GBC rating system</td>
</tr>
<tr>
<td>The Living Building Challenge</td>
</tr>
<tr>
<td>Other non-GBC rating systems (e.g. BOMA BES, Green Globes)</td>
</tr>
</tbody>
</table>

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

The UW has certified these projects through the LEED program with the USGBC

Clark Hall
Savery Hall
PACCAR Hall
Johnson Hall
Transportation Services Center
Dempsey Hall
Cedar Apartments
Poplar Hall
Center for Environmental Geonomics
Floyd and Delores Jones Playhouse Theatre
Husky Union Building
Molecular Engineering & Sciences
Samuel Kelley Ethnic Cultural Center
Alder Hall
Elm Hall

Total floor area of eligible building space (design and construction):
1,824,095 Square Feet

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council:

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

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

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

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council:

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

Floor area of building space certified Living under the Living Building Challenge:
---

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:
---

Floor area of building space that was designed and constructed in accordance with green building policies or
guidelines but NOT certified:
320,885 Square Feet

A copy of the guidelines or policies:
BUILDINGS and ENERGY POLICY.docx

The date the guidelines or policies were adopted:
Aug. 30, 2012

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

UW Medical Center Expansion - Phase 1 (273,400 SF)
Architecture Hall (47,485 SF)

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

For the built environment:
1. Presidents Executive Order 13: (uploaded below)
2. UW Building Policy (uploaded above)
3. Projects that are LEED certified

http://f2.washington.edu/cpo/sustain/leed-projects

4. SustainAbilities Scorecard

http://f2.washington.edu/cpo/cpo-sustainabilities-scorecard

(See Blank Scorecard). Scorecards are completed on approx. 300 annual renovation projects..

The website URL where information about the institution’s certified buildings and/or green building design and construction guidelines or policies is available:

Indoor Air Quality

Responsible Party

Gary Bangs
Manager
Facility Health & Safety, EH&S

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

13,805,254 Square Feet

Gross floor area of building space:

13,805,254 Square Feet

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

The University of Washington’s Environmental Health & Safety department is responsible for ensuring the quality of indoor air for University buildings, working in partnership with Facilities Services to ensure compliance with air quality standards, and proper ventilation and fume hoods for areas known to produce air contaminants. EH&S investigates and resolves air quality complaints or concerns, and offers information on their website for how to reduce indoor air contamination.

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

http://www.ehs.washington.edu/ohs
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

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

Responsible Party

Micheal Meyering
Project & Sustainability Manager
UW Housing & Food Services

Criteria

Part 1

Institution’s dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in “Notes about this submission”.

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution’s on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:
Outreach and Education has been the emphasis this past year since our last submission. We have consistently presented to the campus community on our waste management program as well as our Sustainable Food System and are part of the academic curriculm in the School of the Environment. We have sponsored Campus Sustainability Fund projects on farming on campus, producing biodiesel fuel and using it on campus from our used cooking oil, compost behavior studies and food studies with the Real Food Challenge student group. We utilize the NACUFS Sustainability Guide and the NACUFS Professional Practices Manual, Chapter 16 Sustainability to help drive Sustainable Food Systems locally, regionally and nationally. We are currently working with the City of Seattle to host a regional Compost Packing Exposition in one of our Gold LEED certified residence halls.

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

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

53

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

Medosweet - JanFeb 2013.xls

**An inventory, list or sample of sustainable food and beverage purchases:**

Medosweet Farms: University of Washington Sales
January 1 - February 28, 2013

<table>
<thead>
<tr>
<th>Item # / Description</th>
<th>Units Shipped</th>
<th>Credits</th>
<th>Sales Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0004: MS SKIM HG (9/CS)</td>
<td>248 9</td>
<td>$309.98</td>
<td></td>
</tr>
<tr>
<td>0204: MS 2% HG (9/CS)</td>
<td>389 -9</td>
<td>$541.60</td>
<td></td>
</tr>
<tr>
<td>0606: *MS EGG NOG HG (9/CS)</td>
<td>0 9</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>0703: MS H&amp;H QT (16/CS)</td>
<td>390 19</td>
<td>$465.22</td>
<td></td>
</tr>
<tr>
<td>0718: PACIFIC SOY PLAIN QT (12/CS)</td>
<td>15 0</td>
<td>$267.31</td>
<td></td>
</tr>
<tr>
<td>0803: MS WHIP CRM QT (16/CS)</td>
<td>15 3</td>
<td>$37.34</td>
<td></td>
</tr>
<tr>
<td>Total For Ship-to:K12347-UW TOWER CAFE</td>
<td>113400 1,057 31</td>
<td>$1,621.45</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item # / Description</th>
<th>Units Shipped</th>
<th>Credits</th>
<th>Sales Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0004: MS SKIM HG (9/CS)</td>
<td>134 9</td>
<td>$167.49</td>
<td></td>
</tr>
<tr>
<td>0204: MS 2% HG (9/CS)</td>
<td>90 10</td>
<td>$125.20</td>
<td></td>
</tr>
<tr>
<td>0212: MS 2% PT (28/CS)</td>
<td>529 19</td>
<td>$263.21</td>
<td></td>
</tr>
<tr>
<td>0213: MS 2% CHOC PT (28/CS)</td>
<td>1,621 82</td>
<td>$875.68</td>
<td></td>
</tr>
<tr>
<td>Total For Ship-to:K12356-UW BURKE MUSEUM CAFE</td>
<td>115100 729 41</td>
<td>$1,005.05</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item # / Description</th>
<th>Units Shipped</th>
<th>Credits</th>
<th>Sales Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0004: MS SKIM HG (9/CS)</td>
<td>47 13</td>
<td>$58.76</td>
<td></td>
</tr>
<tr>
<td>0204: MS 2% HG (9/CS)</td>
<td>90 10</td>
<td>$125.20</td>
<td></td>
</tr>
<tr>
<td>0212: MS 2% PT (28/CS)</td>
<td>529 19</td>
<td>$263.21</td>
<td></td>
</tr>
<tr>
<td>0213: MS 2% CHOC PT (28/CS)</td>
<td>1,621 82</td>
<td>$875.68</td>
<td></td>
</tr>
</tbody>
</table>
0606: *MS EGG NOG HG (9/CS) 0 3 $0.00
0703: MS H&H QT (16/CS) 64 7 $75.96
0718: PACIFIC SOY PLAIN QT (12/CS) 2 2 $35.64
Total For Ship-to:K12357-UW DAWG BITES 115800 2,353 136 $1,434.45

0004: MS SKIM HG (9/CS) 1,197 162 $1,493.91
0204: MS 2% HG (9/CS) 2,649 198 $3,682.93
0212: MS 2% PT (28/CS) 224 56 $111.40
0213: MS 2% CHOC PT (28/CS) 224 28 $121.02
0606: *MS EGG NOG HG (9/CS) 0 27 $0.00
0703: MS H&H QT (16/CS) 1,248 288 $1,488.38
0718: PACIFIC SOY PLAIN QT (12/CS) 96 28 $1,711.01
Total For Ship-to:K12358-UW CAFE/ESPRESSO STORAGE 117999 5,638 787 $8,608.65

0004: MS SKIM HG (9/CS) 171 18 $213.00
0204: MS 2% HG (9/CS) 270 18 $374.88
0703: MS H&H QT (16/CS) 176 0 $209.20
0718: PACIFIC SOY PLAIN QT (12/CS) 12 2 $213.85
Total For Ship-to:K12372-UW SUPREME CUP (LAW SCHOOL) 629 38 $1,010.93

0004: MS SKIM HG (9/CS) 147 0 $183.09
0204: MS 2% HG (9/CS) 676 0 $938.90
0212: MS 2% PT (28/CS) 50 10 $24.77
0213: MS 2% CHOC PT (28/CS) 61 10 $32.94
0404: MS WHOLE HG (9/CS) 19 6 $31.59
0703: MS H&H QT (16/CS) 174 -7 $206.80
0713: PACIFIC RICE QT (12/CS) 3 1 $48.00
0718: PACIFIC SOY PLAIN QT (12/CS) 25 3 $445.57
0803: MS WHIP CRM QT (16/CS) 24 2 $59.90
Total For Ship-to:K12373-UW PARNASSUS 117200 1,179 25 $1,971.56

0002: MS SKIM PT (28/CS) 54 0 $24.50
0004: MS SKIM HG (9/CS) 109 0 $135.63
0204: MS 2% HG (9/CS) 124 0 $172.05
0212: MS 2% PT (28/CS) 97 1 $48.27
0213: MS 2% CHOC PT (28/CS) 73 13 $39.39
0404: MS WHOLE HG (9/CS) 47 0 $77.69
0411: SB WHOLE PT (28/CS) 64 13 $31.20
0704: MS H&H HG (9/CS) 136 0 $304.45
0718: PACIFIC SOY PLAIN QT (12/CS) 2 0 $35.64
0726: PACIFIC SOY VAN QT (12/CS) 1 0 $17.82
Total For Ship-to:K12437-UW 815 MERCER CAFE 113500 707 27 $886.64

0001: MS SKIM H/P (50/CS) 90 0 $16.41
0002: MS SKIM PT (28/CS) 102 12 $46.26
0004: MS SKIM HG (9/CS) 186 0 $231.64
0201: MS 2% H/P (50/CS) 90 0 $17.67
0204: MS 2% HG (9/CS) 218 0 $303.00
<table>
<thead>
<tr>
<th>Inventory Code</th>
<th>Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>0212</td>
<td>MS 2% PT (28/CS)</td>
<td>144</td>
<td>$71.49</td>
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<tr>
<td>0213</td>
<td>MS 2% CHOC PT (28/CS)</td>
<td>124</td>
<td>$66.97</td>
</tr>
<tr>
<td>0404</td>
<td>MS WHOLE HG (9/CS)</td>
<td>53</td>
<td>$87.70</td>
</tr>
<tr>
<td>0411</td>
<td>SB WHOLE PT (28/CS)</td>
<td>38</td>
<td>$18.35</td>
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<tr>
<td>0704</td>
<td>MS H&amp;H HG (9/CS)</td>
<td>75</td>
<td>$168.94</td>
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<tr>
<td>0718</td>
<td>PACIFIC SOY PLAIN QT</td>
<td>2</td>
<td>$35.65</td>
</tr>
<tr>
<td>0726</td>
<td>PACIFIC SOY VAN QT (12/CS)</td>
<td>3</td>
<td>$53.47</td>
</tr>
<tr>
<td>0727</td>
<td>PACIFIC ORG ALMD QT (12/CS)</td>
<td>1</td>
<td>$21.81</td>
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<td></td>
<td>**Total For Ship-to:**K12438-UW COURT CAFE</td>
<td>113200</td>
<td><strong>$1,139.36</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Inventory Code</th>
<th>Description</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>0004</td>
<td>MS SKIM HG (9/CS)</td>
<td>239</td>
<td>$298.34</td>
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<td>0204</td>
<td>MS 2% HG (9/CS)</td>
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<td>0212</td>
<td>MS 2% PT (28/CS)</td>
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<tr>
<td>0213</td>
<td>MS 2% CHOC PT (28/CS)</td>
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<td>0404</td>
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<td>186</td>
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<tr>
<td>0718</td>
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<td>$178.20</td>
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<td>0726</td>
<td>PACIFIC SOY VAN QT (12/CS)</td>
<td>10</td>
<td>$178.20</td>
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<tr>
<td></td>
<td>**Total For Ship-to:**K12439-UW OVERPASS ESPRESSO</td>
<td>113300</td>
<td><strong>$1,772.41</strong></td>
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<table>
<thead>
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<th>Inventory Code</th>
<th>Description</th>
<th>Quantity</th>
<th>Price</th>
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<tbody>
<tr>
<td>0001</td>
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<tr>
<td>0002</td>
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<td>$109.30</td>
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<tr>
<td>0004</td>
<td>MS SKIM HG (9/CS)</td>
<td>325</td>
<td>$404.61</td>
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<td>3</td>
<td>12/CS</td>
<td>$53.47</td>
</tr>
<tr>
<td>0804:</td>
<td>40% SUPREME CREAM HG (9/CS)</td>
<td>21</td>
<td>9/CS</td>
<td>$109.90</td>
</tr>
<tr>
<td>0813:</td>
<td>DG CREAM HG (6/CS)</td>
<td>6</td>
<td>6/CS</td>
<td>$141.31</td>
</tr>
<tr>
<td>10162:</td>
<td>ED 5% SOFTEE VAN MIX GL (4/CS)</td>
<td>72</td>
<td>4/CS</td>
<td>$504.36</td>
</tr>
</tbody>
</table>

**Total For Ship-to:** K12458-UW CAFE ELEVEN 01 131000 8,533 59 $4,898.94

<table>
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<th>SKU</th>
<th>Description</th>
<th>Units</th>
<th>Case Size</th>
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<th>Total Price</th>
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</thead>
<tbody>
<tr>
<td>0001:</td>
<td>MS SKIM H/P (50/CS)</td>
<td>94</td>
<td>50/CS</td>
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<tr>
<td>0002:</td>
<td>MS SKIM PT (28/CS)</td>
<td>56</td>
<td>28/CS</td>
<td>$25.64</td>
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<tr>
<td>0019:</td>
<td>SB CHOC 2% H/P (50/CS)</td>
<td>79</td>
<td>50/CS</td>
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<td>$1,444.25</td>
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<tr>
<td>0201:</td>
<td>MS 2% H/P (50/CS)</td>
<td>79</td>
<td>50/CS</td>
<td>$15.64</td>
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<tr>
<td>0204:</td>
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<td>0212:</td>
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<td>56</td>
<td>28/CS</td>
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<td>28/CS</td>
<td>$0.00</td>
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<tr>
<td>10162:</td>
<td>ED 5% SOFTEE VAN MIX GL (4/CS)</td>
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<td>4/CS</td>
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</table>

**Total For Ship-to:** K12460-UW TOO CONVENIENT 131100 382 108 $130.62

<table>
<thead>
<tr>
<th>SKU</th>
<th>Description</th>
<th>Units</th>
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<th>Total Price</th>
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</thead>
<tbody>
<tr>
<td>0004:</td>
<td>MS SKIM HG (9/CS)</td>
<td>18</td>
<td>9/CS</td>
<td>$22.48</td>
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<td>0406:</td>
<td>MS WHOLE GL (4/CS)</td>
<td>84</td>
<td>4/CS</td>
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<tr>
<td>0703:</td>
<td>MS H&amp;H QT (16/CS)</td>
<td>38</td>
<td>16/CS</td>
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<tr>
<td>0718:</td>
<td>PACIFIC SOY PLAIN QT (12/CS)</td>
<td>2</td>
<td>12/CS</td>
<td>$35.64</td>
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<td>0814:</td>
<td>40% WHIP HG BLACK LABEL (9/CS)</td>
<td>20</td>
<td>9/CS</td>
<td>$107.76</td>
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**Total For Ship-to:** K12539-UW CULTIVATE 138200 162 0 $473.24

<table>
<thead>
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<th>SKU</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0002:</td>
<td>MS SKIM PT (28/CS)</td>
<td>1,041</td>
<td>28/CS</td>
<td>$471.86</td>
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<tr>
<td>0004:</td>
<td>MS SKIM HG (9/CS)</td>
<td>1,872</td>
<td>9/CS</td>
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<tr>
<td>0027:</td>
<td>TB WHOLE QT (12/CS)</td>
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<td>12/CS</td>
<td>$543.60</td>
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<td>0035:</td>
<td>TB CHOC QT (12/CS)</td>
<td>1,380</td>
<td>12/CS</td>
<td>$2,691.00</td>
<td>$3,670,620</td>
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<tr>
<td>0065:</td>
<td>*BOTTLE, DEPOSIT TB, QT</td>
<td>972</td>
<td>QT</td>
<td>$1,895.40</td>
<td>$1,895,400</td>
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<tr>
<td>0204:</td>
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<td>2,492</td>
<td>9/CS</td>
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<td>0206:</td>
<td>MS 2% GL (4/CS)</td>
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<td>4/CS</td>
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<tr>
<td>0212:</td>
<td>MS 2% PT (28/CS)</td>
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<td>28/CS</td>
<td>$613.69</td>
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<tr>
<td>0213:</td>
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<td>28/CS</td>
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<td>0404:</td>
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<td>9/CS</td>
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<td>0411:</td>
<td>SB WHOLE PT (28/CS)</td>
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<td>28/CS</td>
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<td>16/CS</td>
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<tr>
<td>0704:</td>
<td>MS H&amp;H HG (9/CS)</td>
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<td>$494.91</td>
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<td>0718:</td>
<td>PACIFIC SOY PLAIN QT (12/CS)</td>
<td>28</td>
<td>12/CS</td>
<td>$499.04</td>
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<td>0803:</td>
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<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>10134:</td>
<td>F-BRZ ORG SKIM HG (9/CS)</td>
<td>324</td>
<td>9/CS</td>
<td>$840.61</td>
<td>$272,088</td>
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</table>
10135: F-BRZ ORG 1% HG (9/CS) 438 0 $1,136.40
10137: F-BRZ ORG WHOLE HG (9/CS) 303 3 $786.13
1136: EGGS CAGEFREE LG DZ BRN (9/CS) 1,643 87 $4,103.66
7092: FUJI' TUDE JUICE 16OZ (12/CS) 24 0 $544.32
7093: GRANNY' TUDE JUICE 16OZ (12/CS) 19 0 $430.92
7094: PINK' TUDE JUICE 16OZ (12/CS) 17 0 $385.56
7095: *HONEY' TUDE JUICE 16OZ (12/CS) 24 0 $544.32
7096: GALA' TUDE JUICE 16OZ (12/CS) 15 9 $340.20
7097: APPLE' TUDE JUICE 16OZ (12/CS) 4 2 $90.72
Total For Ship-to:K12543-UW DISTRICT MARKET 16,103 590 $26,376.03

0002: MS SKIM PT (28/CS) 300 36 $136.01
0004: MS SKIM HG (9/CS) 387 0 $484.00
0204: MS 2% HG (9/CS) 1,323 0 $1,840.23
0210: DG 1% LACTOSE FREE H/P (12/CS) 6 0 $35.19
0212: MS 2% PT (28/CS) 392 28 $194.61
0213: MS 2% CHOC PT (28/CS) 420 84 $226.75
0411: SB WHOLE PT (28/CS) 172 68 $83.88
0704: MS H&H HG (9/CS) 288 0 $660.50
0718: PACIFIC SOY PLAIN QT (12/CS) 44 3 $784.23
Total For Ship-to:K12564-UW ETC MARKET 3,332 219 $4,445.40

Report Totals 76,153 4,220 $95,681.45

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

Yes

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

53

**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

COGO - JanFeb 2013.xlsx

**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

Jan - Feb 13
Qty Avg Price Amount
Inventory
GL-Apple Cider (Apple Cider 128oz) 40.00 9.75 390.00
HGI-Apple Juice (Apple Cider HG) 225.00 5.25 1,181.25
HGI-Orange (Orange Juice HG) 207.00 5.95 1,231.65
A brief description of the sustainable food and beverage purchasing program:

We partner with local artisans and food and beverage providers to source local, natural and organic products. Our local purchases have a sustainability story behind each relationship we build. Whether it be related to maintaining and growing sustainable food production and processing in our region, partnering and pooling our resources and expertise to help drive sustainable business practices, or collaborating with our students to support the growing desire for sustainable dining practices on college campuses across the country, our goal is to provide a food system for the UW community that is sustainable.

Yes, unbleached recycled napkins using the Xpress Nap napkin system which reduces napkin use by 25%
For the past two years we have purchased produce grown on campus by the UW Farm in our new grocery store and full service restaurant. Just this past fall quarter of 2013, we brought on another farming location which was planned into the construction project of our new Mercer Court apartment and started purchasing produce from that site. We continue to provide feedback to the Farm on the types of produce we would like to see for this upcoming years harvest so that the farm could put in a seed order for the spring planting season. The chef from every food service operation on campus gave their input on what they would like to have grown and used in their operations.

We have a great relationship with Food Lifeline, a nonprofit organization dedicated to ending hunger in Western Washington, to pick up food items to be used in the local community to feed the hungry. We have two major food service operations that Food Lifeline picks up for and both support community shelters in the University neighborhoods. We are adding a third unit this spring as Food Lifeline works with us to setup support for other neighboring shelters.

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

I work directly with the food and beverage vendors requesting purchasing information for specific periods for analyses.

**Total annual food and beverage expenditures:**

10,972,989 US/Canadian $

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

<table>
<thead>
<tr>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>No</td>
</tr>
<tr>
<td>Franchises</td>
<td>Yes</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
</tr>
<tr>
<td>Vending services</td>
<td>Yes</td>
</tr>
<tr>
<td>Concessions</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Has the institution achieved the following?:**

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

---

**STARS Reporting Tool | AASHE**
| Fair Trade Campus, College or University status | No |
| Certification under the Green Seal Standard for Restaurants and Food Services (GS-46) | No |
| Marine Stewardship Council (MSC) certification | No |
| Signatory of the Real Food Campus Commitment (U.S.) | No |

A brief description of other sustainable restaurant and food service standards that the institution’s dining services operations are certified under:

NACUFS National Association of College and University Food Services Sustainability Guide.
NACUFS Professional Practices Manual, Chapter 16 on Sustainability. We assisted in writing the content for both. We also serve as a Dining Advisor for AASHE STARS. We are also a member of the Northwest Product Stewardship Council working on making packaging producers responsible for their food and beverage packaging that is not compostable or recyclable.

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

Low Impact Dining

Responsible Party

Micheal Meyering
Business and Sustainability Manager
HFS

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution’s total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

• Third party verified to be ecologically sound and/or humane (see OP 6: Food and Beverage Purchasing)

   Or

• Verified by the institution to be both ecologically sound and humane (e.g. “Pasture Raised”, “Grass Fed” or “Humanely Raised”) through a relationship with a local producer

Part 2

Institution:

• Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

   And

• Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

All of our eggs on campus are cage free and are humane certified and salmon safe certified and come from a local farm just south of the University near Roy, Washington, at the foot of Mt. Rainier. We incorporate soy based proteins and utilize a combination of legumes, grains and nuts to provide all of the essential amino acids for a complete protein and a healthy diet. The majority of our dairy products come from Medosweet, which sources from local family owned dairies that are antibiotic and steroid free. The milk is very fresh using a three day process from the time the cows are milked till we recieve the product and put it in our cooler and recipes for our customers to enjoy. All of our espresso bars on campus use Medosweet milk. The milk foams up nicely and makes an excellent latte.

"---" indicates that no data was submitted for this field
Percentage of total dining services food purchases comprised of conventionally produced animal products: 
13

A brief description of the methodology used to track/inventory expenditures on animal products:
We work directly with our vendors, requesting purchasing information for specific periods, for analyses.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:
Yes

Does the institution provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:
Yes

Are the vegan options accessible to all members of the campus community?:
Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):
We offer some of the best plant based proteins in the country that are from local sources; Gardein Protein, Field Roast, and Island Spring Organic Tofu.
Our approach to Vegan is to measure complete vegan proteins while also providing additional sources to combine and make complete essential amino acid proteins such as legumes, nuts, vegetables, grains and cereals. We have specific menu symbols we utilize for the customer to identify Vegan, Vegetarian and Gluten Free.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:
We opened a grocery store on campus that added a large produce section full of organic produce with adjacent bulk food bins offering nuts and grains. The store also offers a line of frozen and packaged vegan and vegetarian entrees and the accompaniments to support a healthy lifestyle for our students and staff. Offering healthy alternatives to animal based proteins is the best approach to reducing the need for and use of meats.

We procur our dairy and egg products locally from smaller farms that have solid sustainable practices. Our cage free eggs come from Wilcox Farms. They are striving for a closed loop system where they create their own compost and grow their own feed is grown on the farm. The farm is humane certified and salmon safe certified. I took a tour of the farm with CARE Campus Animal Rights Educators and the students were impressed with the farm and how the laying hens lived and were treated.

The website URL where information about where information about the vegan dining program is available:
https://www.hfs.washington.edu/dining/nutrition/
Annual dining services expenditures on food:
10,972,989 US/Canadian $

Annual dining services expenditures on conventionally produced animal products:
1,426,489 US/Canadian $

Annual dining services expenditures on sustainably produced animal products:
1,097,299 US/Canadian $
Energy

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

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

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

Responsible Party

Norm Menter
Energy Resource Conservation Manager
Facilities Services

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution’s annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

Additional website URLs:


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

Building energy consumption::

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<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
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</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>2,705,820 MMBtu</td>
<td>2,544,505 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>1,041,977 MMBtu</td>
<td>950,296 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>
### Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>15,268,723 Gross Square Feet</td>
<td>13,805,254 Gross Square Feet</td>
</tr>
</tbody>
</table>

### Floor area of energy intensive space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>1,836,067 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>450,680 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

### Degree days, performance year:

<table>
<thead>
<tr>
<th>Degree Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>4,536</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>309</td>
</tr>
</tbody>
</table>

### Source-site ratios:

<table>
<thead>
<tr>
<th>Source-Site Ratio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

### Start and end dates of the performance year and baseline year (or 3-year periods):

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2005</td>
<td>Dec. 31, 2005</td>
</tr>
</tbody>
</table>
A brief description of when and why the building energy consumption baseline was adopted:

---

A brief description of any building temperature standards employed by the institution:

UW employs building temperature standards as follows:
- For capital projects, the Facilities Services Design Guide (FSDG) provides building temperature guidelines for new construction, renovations and remodel projects. FSDG states design space temperatures in capital projects shall be as established by City and State Energy Codes. Previous Seattle Energy Codes required interior design temperatures to be a maximum of 70F for heating and a minimum of 78F for cooling. FSDG states general use buildings with mechanical cooling will be cooled to 78F unless further restricted by City or State Energy Codes. FSDG requires listing all space heating temperature setpoints that differ from 68F. FSDG states unoccupied spaces shall be heated to minimum 40F for freeze protection. FSDG states hydronic heating system shall be on a reset schedule, normally resetting heating hot water down from 180F to 140F when outside air temperature rises from 20F to 70F. FSDG states reheat coil heating hot water temperature is normally set at 140F. FSDG states night setback temperatures shall not drop below 55F. FSDG states mechanical and electrical rooms shall be ventilated so space temperature does not exceed 90F.
- Operationally, building temperatures are adjusted by each building’s own control system. UW's building control systems include direct digital control (DDC) systems by several manufacturers, pneumatic control systems, or standalone controls. DDC systems are remotely monitored from a central server location.

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

UW employs LED lighting fixtures in these Seattle Campus Buildings
1: Paccar Hall
2. Dempsey
3. Stevens Court (Community Center Conference Room
4: HUB (Building interior and surrounding pathway lighting)
5. Mercer Hall (corridors at apartment entrances & exterior pathways
6. Plant Services Bldg. (Facilities Services Training Center)
7. Alder District Market
8. Poplar Apartments

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

UW employs occupancy sensors to control lighting in several newer buildings.

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

UW employs passive solar heating as follows:
- Many campus buildings constructed of brick or concrete have large thermal masses that store thermal energy
- Several buildings have south-facing glass with light shelves that allow direct solar gain in winter
- Molecular Engineering’s ceilings and wall cavities are filled with phase change material that increase thermal mass and store thermal energy. Solar chimneys with turbine ventilators naturally ventilate office spaces.
A brief description of any ground-source heat pumps employed by the institution:

None

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

UW employs cogeneration by combusting natural gas to produce steam, which produces electricity in a steam turbine generator prior to distribution of steam to the campus for heating.

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

UW employs building recommissioning or retrofits as follows:
- energy engineers auditing buildings recommend system and controls modifications
- HVAC airflow rebalancing has been performed in several buildings, with an ongoing project to rebalance other buildings

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

UW employs energy metering and management as follows:
- electricity meters recently installed in all central campus buildings as part of a regional smart grid project have meter data remotely collected at a central database.
- chilled water meters recently installed in all buildings have meter data remotely collected at a central database.
- steam condensate meters recently installed in 21 research buildings have meter data remotely collected at a central database. Steam condensate meters in buildings housing self-sustaining departments are monitored monthly.

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

UW's program to replace energy-consuming appliances, equipment and systems is as follows:
- Printopia strives to standardize department copiers and printers, with a goal of reducing copier and printer energy use by 50%
- UWIT encourages

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

---

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

UW employs motion sensors on nearly all vending machines. All vending machines are Energy Star rated.
A brief description of other energy conservation and efficiency initiatives employed by the institution:

UW employs other energy conservation and efficiency initiatives as follows:
- UW Tower Data Center is one of twenty-seven data centers in the country to have earned a 2013 ENERGY STAR certification.
- UWIT promotes green computing by encouraging departments to purchase computers and electronics that are ENERGY STAR and EPEAT compliant, allowing computers to sleep when not being used, using flat monitors in lieu of conventional tube monitors, powering down equipment when not in use, and considering virtual services.

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:
http://www.washington.edu/facilities/conserve/sustainability
Clean and Renewable Energy

Responsible Party

Norm Menter
Energy Resource Conservation Manager
Facilities Services

Criteria

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

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

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

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

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by OP 1: Greenhouse Gas Emissions and OP 8: Building Energy Consumption.

Transportation fuels, which are covered by OP 1: Greenhouse Gas Emissions and OP 18: Campus Fleet, are not included in this credit.

---

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

Clean and renewable energy from the following sources:

<table>
<thead>
<tr>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
</tr>
<tr>
<td>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
</tr>
</tbody>
</table>

Total energy consumption, performance year:

2,705,820 MMBtu
A brief description of on-site renewable electricity generating devices:

UW Seattle's four on-site solar photovoltaic installations generate electricity at the following locations:
1. UW Mechanical Engineering Building - 2.65 kW
2. UW Center for Urban Horticulture-Merrill Hall - 9.6 kW
3. IMA - 33.2 kW
4. Power Plant - 8.6 kW

Live solar power data and additional information about these installations can be found at these links:


http://dashboard.mckinstry.com/uw/

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

---

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

---

A brief description of the RECs and/or similar renewable energy products:

The UW Seattle campus pays $18,695 per month to Seattle City Light to participate in their Green-Up Program, and as a result UW Seattle’s electrical energy is considered 100% carbon neutral and renewable (note that this considers hydropower as renewable).

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

Grounds

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

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

Institution’s grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

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

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

3) Organic, Certified and/or Protected

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

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

"---" indicates that no data was submitted for this field
Figures required to calculate the total area of managed grounds:

| Area                                      | Area
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>643 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>108 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>250 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>175 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>103 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

The IPM plan:
---

A brief summary of the institution’s approach to sustainable landscape management:

The University of Washington’s Ground Management team is continually seeking out new opportunities to reduce the impact grounds operations has on the environment and has established a multi-faceted approach to sustainable landscape management. This includes best management practices that are designed to reduce reliance on chemical herbicides and fertilizers, improve water conservation, and reuse landscape materials where possible.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:
We prioritize using native plants and protecting existing vegetation and require that all campus units follow the prioritization. However, use is based on a combination of suitability and plant success. For example, we serve specific requests to plant non-native ornamentals near the hospital.

Grounds Management has established an Integrated Pest Management Plan (IPM) that is an ecosystem-based strategy which prioritizes preventing invasive species populations through a combination of techniques. Also in place is an active, early-detection monitoring program that identifies new invasive species populations. Mechanical and manual control methods are always implemented initially. Chemical treatments are only used following unsuccessful attempts at controlling the invasive species through cultural or manual means. The majority of chemical treatments are selective, spot or injection treatments that minimize risk to both humans and the surrounding landscape.

A brief description of the institution’s landscape materials management and waste minimization policies and practices:

One of the policies of the UW’s turf management program is to mow grass clippings back in to the field. This reduces the amount of waste created from turf maintenance activities and also contributes nutrients back into the lawn. Additionally, we recycle wood chips by applying them back onto the landscape instead of purchasing landscape mulch.

Construction of an on-site compost facility was completed and became operational in October 2013. This facility utilizes post-consumer coffee grounds created by UW Housing and Food Services and deciduous leaves removed from the campus grounds during the autumn months to create an organic, healthy soil amendment for use by the Grounds Department, the UW Botanic Gardens, and the UW Farm.

A brief description of the institution’s organic soils management practices:

The use of compost and compost tea throughout campus as organic soil amendments helps build and protect important, beneficial microbes necessary for healthy soil. Thick layers of mulch applied in landscape beds help stimulate biological soil activity at the interface of the soil and mulch layers. Non-organic fertilizer use is limited to turf and is not used in landscape beds, planters, or natural areas on campus. Pre-emergent herbicides are not applied for weed control and only limited, selective herbicide applications are made when necessary.

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:

The use of a recycled cardboard or wood chip layer for weed suppression reduces the need for plastic or fabric landscaping material that does not degrade or has to be removed. The UW operates an arbor wood chip pile where local arborists can place their waste chips to be reused by the Grounds Department. Any wood removed from the UW campus not used for the salvage wood program is chipped and used on campus. The new on-site composting program reduces the need for purchasing off-site compost product and diverts a percentage of the total leaf volume from the green waste stream.

The UW’s Salvage Wood program reuses the timber produced by trees that require removal, by turning the valuable wood product into furniture to be used on campus.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The use of high-efficiency, flow-managed, drip irrigation throughout campus ensures that only the amount of water necessary for plant maintenance is applied to the landscape. The system is continually monitored for breaks and leaks to minimize unnecessary water loss. The irrigation program is run with an emphasis on water conservation and the watering schedule is managed according to weather and
soil-moisture based needs. The use of the DRiWater brand time release water gel provides a secondary irrigation measure to new plant installations when conventional irrigation or hand watering is impractical.

The UW Seattle campus has approximately 6.5 acres of both intensive and extensive green roofs. In addition to insulation, habitat, air quality and aesthetic value, these permeable surfaces improve roof runoff water quality utilizing natural filtration. Additionally, there are rain gardens installed in several locations on campus.

The combined total area of the Union Bay Natural Area and the University of Washington shoreline is 73.5 acres. Within that area are designated wetlands, riparian areas, shoreline habitats, and the University Slough. Approximately 14.4 acres of habitat restoration has occurred within those areas.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

The University of Washington does not use salt for snow and ice removal due to the negative environmental impacts. Non-sodium chloride liquid de-icers are selectively used on occasion when necessary and only when the conditions are appropriate. The sand applied for pedestrian traffic safety in certain areas is swept up and removed following the storm event.

A brief description of any certified and/or protected areas:

Protected and designated wetland, shoreline, and riparian habitats are found throughout both the Union Bay Natural Area (UBNA) and the Washington Park Arboretum. UBNA serves as both a wildlife refuge and public park space, as well as a restoration laboratory for UW students and faculty.

Within UBNA, the UW Farm operates a one acre farm plot that grows produce sold to UW Housing and Food Services. The farm is not certified organic, but implements organic and sustainable farm practices. Two other smaller, urban farm plots operated by the UW Farm are located on main campus.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?: Yes

The website URL where information about the institution’s sustainable landscape management programs and practices is available:
http://depts.washington.edu/grounds/pest.htm
Biodiversity

Criteria

The institution conducts one or both of the following:

• An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

  And/or

• An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

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

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

Responsible Party

Claudia Christensen
Procurement Manager
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:
---

The electronics purchasing policy, directive, or guidelines:

http://f2.washington.edu/fm/ps/green-purchasing/how-to-buy

This policy states that EPEAT Gold or Silver are required standards for electronic products.
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Existing University contracts include the requirement that all products be EPEAT Silver or Gold. The University has established an institution standard of EPEAT Gold for all laptops and desktops. Suppliers flag these products in their electronic catalogs making the choice easy for campus. 100% of the purchases from our contract suppliers meet this requirement. Our purchasing guidelines direct campus to source such products from contract suppliers. Suppliers submit annual spend reports of purchases against contracts and identify EPEAT purchases. Suppliers with catalogs in the University's eProcurement system are required to highlight and identify EPEAT certified products in their catalogs.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>1,702,512 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>20,031,078 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

23,476,107.67 US/Canadian $

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

http://f2.washington.edu/fm/ps/green-purchasing/how-to-buy
Cleaning Products Purchasing

Responsible Party

Claudia Christensen
Procurement Manager
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

Submission Note:

Note: brushes, brooms and containers for recycling and composting, which not specifically "green" are a component of the overall spend and impact the overall percentage of Green Cleaning products.

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

Yes

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

The green cleaning product purchasing policy, directive, or guidelines:

University Executive Order 13 spells out the University's commitment and directive regarding all activities associated with sustainability. The University of Washington will strive to be a model of environmental stewardship and sustainability by identifying and supporting efficient, cost-effective, sustainable practices in all its operations (which extends to the selection of cleaning products and other goods and services.) See more at:

http://f2.washington.edu/ess/executive-order#sthash.keFpRDhB.dpuf

Procurement Services ensures that consideration is given to selecting and sourcing environmentally safe cleaning products and suppliers are required to provide certifications supporting product claims.

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

The University Procurement Services Department provides oversight and guidance to campus departments regarding purchasing decisions, processes and policies. The department promotes sustainability at the desk level and with suppliers. Contracts include sustainability considerations, depending on the product or service and suppliers are evaluated based on their ability to ensure the promote the University's green initiatives. Solicitations incorporate language that enables the buying staff the ability to assess suppliers commitment to sustainability both at a corporate level and at a product level. Suppliers are required to identify and promote products that meet or exceed environmental standards. Through campus forums, departmental outreach meetings and daily interaction with faculty, staff and students, the procurement service staff encourage and promote the benefits of purchasing green or environmentally responsible products. The policy and guidelines are published at:

http://f2.washington.edu/fm/ps/

There is the easy to use eProcurement web-portal, which makes it easy to by the correct green products.

http://f2.washington.edu/fm/ps/ecommerce/eprocurement

There is the "How to buy guide", which gives a lot of guidelines on how to and what to buy.
Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?: 
Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products: 
482,234.96 US/Canadian $

Total expenditures on cleaning and janitorial products: 
508,063.60 US/Canadian $

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?: 
Yes

A brief description of the institution’s low-impact, ecological cleaning program:
Custodial Services has replaced many standard practices with low-impact, safe cleaning products and practices: See more information at:

University has implemented a low-impact sustainable

A copy of the sections of the cleaning contract(s) that reference certified green products:
University of Washington Green Cleaning excerpt from contract.docx

The sections of the cleaning contract(s) that reference certified green products:
https://stars.aashe.org/media/secure/399/5/343/1882/University%20of%20Washington%20Green%20Cleaning%20excerpt%20from%20contract.docx

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

Responsible Party

Claudia Christensen
Procurement Manager
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:
---

The paper purchasing policy, directive or guidelines:

LAW REQUIRES THE PURCHASE OF 100% RECYCLED CONTENT WHITE BOND COPIER AND PRINTER PAPER
The 2009 Washington State Legislature passed House Bill 2287 requiring state agencies which includes the University to purchase 100% recycled content white cut sheet bond paper; develop and implement a paper conservation program and a paper recycling program, with the goal of recycling 100% of all copy and printing paper. State agencies are encouraged to give priority to purchasing from companies that produce paper in facilities that generate energy from a renewable energy source.

The law took effect on July 26, 2009 and effective December 31, 2009, all state agencies were required to purchase 100 percent recycled content white cut sheet bond paper used in office printers and copies.
Goals: Decrease total paper purchases by 30% from 2008-2009 levels
Increase purchase of on-hundred percent recycled paper to 100%
Campus is directed to purchase through eProcurement from Complete Office, Keeney’s or Office Depot
A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Procurement Services provides guidance and information for the campus department regarding purchasing activities and best practices. The department functions as a hub for most of purchasing done by the UW's departments. This office has created a series of guides and policies, which makes it easy to buy green products.

http://f2.washington.edu/fm/ps/

There is the easy to use eProcurement web-portal, which makes it easy to select green and environmentally responsible products and services.

http://f2.washington.edu/fm/ps/ecommerce/eprocurement

There is the "How to buy guide", which gives a lot of guidelines on how to and what to buy.

http://f2.washington.edu/fm/ps/how-to-buy

A campus wide Paper Reduction Committee exists to provide guidance and tips to campus regarding methods to reduce paper use. The Committee partners with suppliers to ensure that the first choice for paper purchasing is 100% PCR paper. Suppliers submit quarterly reports of paper purchased and the committee uses this information to reach out to departments not using 100% PCR paper.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?: Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>142,010 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>2,720 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>1,024,083 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on office paper:
1,247,772 US/Canadian $

The website URL where information about the paper purchasing policy, directive, or guidelines is available:
http://f2.washington.edu/fm/ps/green-purchasing/how-to-buy
Inclusive and Local Purchasing

Responsible Party
Claudia Christensen
Procurement Manager
Procurement Services

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by OP 6: Food and Beverage Purchasing and OP 7: Low Impact Dining, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:
Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:
---

The policy, guidelines or directive governing inclusive and local purchasing:

As a State of Washington institution of higher education, the University of Washington follows state policies regarding goals, contracting opportunities, and reporting requirements for minority and women-owned business enterprises (MWBEs). State MWBE policies are based on statute, 39.19 RCW, and on policies adopted by the Office for Minority and Women’s Business Enterprises (OMWBE).

Procurement Services participates in and sponsors supplier outreach events to introduce diverse suppliers to opportunities at the University.

The University partners with large suppliers to identify 2nd tier opportunities.
eProcurement catalog suppliers are required to identify diverse suppliers in their catalogs and provide reports on spend with diverse suppliers.

Procurement Services has established over 67 contracts with small and diverse suppliers in the past 2 years and posts information on our UW contracts page to allow campus to select suppliers in these categories.

Procurement Services has a staff person dedicated to supplier diversity and sustainability. The individual is also responsible for the Federal Small Business Subcontract Plan process including plan development and reporting.

http://f2.washington.edu/fm/ps/supplier-diversity

http://f2.washington.edu/fm/ps/info-for-suppliers/mwbe-opportunities

--> woman stores

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?**

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

31

The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:

http://f2.washington.edu/fm/ps/supplier-diversity
Life Cycle Cost Analysis

Responsible Party

Claudia Christensen
Procurement Manager
Procurement Services

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

University Purchasing Policy: Product stewardship will be a factor when selecting products. The real or full costs of including life cycle or eco costs will be considered.
Suppliers shall be required, upon request, to provide within a reasonable timeframe, information to enable a life cycle assessment, including material sources, extraction, fabrication and transportation to assess their impact on the environment


State of Wshington Legislative declaration 39.35B.020
The legislature declares that:
(1) It is the policy of the state to consider life-cycle costs in the selection of facility design alternatives, to the full extent practical, reasonable, and cost-effective;
(2) Life-cycle cost should be considered by the state government, school districts, and state universities and community colleges in the planning, design, and funding for new construction or major renovations; and
(3) Use of life-cycle cost should be encouraged for cities, counties, and other governmental districts including special purpose districts.
It is the intent of the legislature to:
Intent:
(1) Expand the definition and use of "life-cycle cost" and "life-cycle cost analysis" to include consideration of all operating costs, as opposed to only energy-related costs as addressed by chapter 39.35 RCW;

(2) Encourage the recognition, development, and use of life-cycle cost concepts and procedures by both the executive and legislative branches in the state's design development and capital budgeting processes;

(3) Ensure the dissemination and use of a common and realistic discount rate by all state agencies in the calculation of the present value of future costs;

(4) Allow and encourage the executive branch to develop specific techniques and procedures for the state government and its agencies, and state universities and community colleges to implement this policy; and

(5) Encourage cities, counties, and other governmental districts including special purpose districts to adopt programs and procedures to implement this policy.

The website URL where information about the institution’s LCCA policies and practices is available: ---
Guidelines for Business Partners

Responsible Party

Claudia Christensen
Procurement Manager
Procurement Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s tradmarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

Submission Note:

The University of Washington is in the process of creating a more comprehensive Supplier Corporate Social Responsibility initiative that will incorporate sustainability elements into additional contracts and formalize the inclusion of sustainability criteria in vendor selection.

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

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require
adherence to minimum environmental standards?:
Some

How many of the institution’s business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:
All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):
---

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):
Because the University values these behaviors, and aspires to instill them across all aspects of our business we have created the Supplier Code of Conduct to communicate the minimum standards by which all suppliers are expected to conduct business with the University. It is our expectation that by adhering to the letter and spirit of this Code of Conduct the University and its suppliers will foster strong, long-term and mutually beneficial business relationships.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:
The Vendor/Supplier Code of Conduct is incorporated into all major contracts and is discussed with each new supplier during contract launch meetings.

By creating the Code of Conduct the institution has raised the importance and awareness both internally and within the supplier community of the need to comply with certain types of behavior in order to continue to do business with the University.

The website URL where information about the institution’s guidelines for its business partners is available:
http://f2.washington.edu/fm/ps/how-to-buy/responsible-procurement
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.

From the institution:

University of Washington Transportation Services provides innovative and sustainable transportation solutions that facilitate the educational, research, cultural and service missions of the University. From its award-winning U-PASS program, to a more sustainable fleet, and to bicycle and pedestrian programs and facilities, this office truly enables the University to operate in a more sustainable way.

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

Responsible Party

Josh Kavanagh
Director
Transportation Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid
B. Diesel-electric hybrid
C. Plug-in hybrid
D. 100 percent electric
E. Fueled with Compressed Natural Gas (CNG)
F. Hydrogen fueled
G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet:
723

Number of vehicles in the institution's fleet that are:

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
</tr>
</thead>
</table>

STARS Reporting Tool | AASHE | Snapshot | Page 186
### Alternative Fuel and Power Technology

<table>
<thead>
<tr>
<th>Fuel Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>123</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>5</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>3</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>0</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>57</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Fleet Services is committed to sustainably serving the university's vehicle needs. Each year, Fleet Services assesses the size of its fleet and "right sizes." In recent years, this has resulted in an overall reduction in the size of University of Washington's fleet.

Fleet Services has also implemented a UCAR program so that faculty, staff and students on official university business can share fleet vehicles through a car sharing program. This has enabled the university to further reduce the size of its fleet by reducing the number of assigned and departmental vehicles.

Fleet Services replaces older vehicles with new ones that lead in fuel consumption and low emissions standards. Just this last year the department replaced 20 three-quarter-ton vans with 23 half-ton vans. It also replaced seven non-hybrid 1999-2001 sedans with seven new Toyota Priuses.

In addition to purchasing hybrid and lighter-weight vehicles to replace older vehicles, Fleet Services uses aftermarket engine reprogramming to reduce fuel consumption in certain vehicles (such as full-size vans and pickup trucks). Test application of this technique indicated a 12-14% fuel economy improvement when installed on full-size 12-passenger vans. As of December 2013, 149 vehicles have received the reprogramming.

Overall, fuel economy went up by 2.8 miles per gallon during 2013. The increase was largely due to new Toyota Prius hybrid vehicles and downsizing from heavy trucks to lighter trucks with better average fuel consumption.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

Student Commute Modal Split

Responsible Party

Josh Kavanagh
Director
Transportation Services

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Consumer info:
www.uwcommute.com

Performance info:

The University of Washington Transportation Services office conducts a U-PASS survey biennially. The next survey will be conducted in 2014, with results available in 2015.

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

Total percentage of students that use more sustainable commuting options:
91

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

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>9</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>40</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>4</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about student commuting:

Since 1991, the University of Washington and King County Metro have collaborated on a biennial study to evaluate awareness, use of, and satisfaction with the U-PASS transportation incentive program among university students, staff, and faculty. Findings from the survey are also used to develop ridership estimates for program pricing and transit ridership models as well as to meet the University’s reporting requirements under the Washington State Commute Trip Reduction (CTR) Law.

Basic survey methodology includes:

- The UW provided its survey vendor, ORC International, with a current sample of all UW faculty, staff, and students.
- ORC International drew a random sample from within each segment to achieve the desired number of completed surveys (assuming an overall response rate of 50%).
- All those sampled with an email address were sent an email from the UW inviting them to complete the survey online.
- Those with an email address that did not respond were contacted by phone.
- Phone contacts were continued until the minimum response rate (50%) was achieved.
- All those without an email address were contacted by telephone.
- Vendor completed comprehensive analysis and reporting in report linked below.
- Additional analysis of data conducted by the UW to more accurately report figures entered above.

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

Employee Commute Modal Split

Responsible Party

Josh Kavanagh  
Director  
Transportation Services

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Consumer info:  
www.uwcommute.com

Performance info:  

The University of Washington Transportation Services office conducts a U-PASS survey biennially. The next survey will be conducted in 2014, with results available in 2015.

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

Total percentage of the institution’s employees that use more sustainable commuting options:  
64

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

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>37</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>15</td>
</tr>
<tr>
<td>Method</td>
<td>Count</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>10</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>35</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>1</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Since 1991, the University of Washington and King County Metro have collaborated on a biennial study to evaluate awareness, use of, and satisfaction with the U-PASS transportation incentive program among university students, staff, and faculty. Findings from the survey are also used to develop ridership estimates for program pricing and transit ridership models as well as to meet the University’s reporting requirements under the Washington State Commute Trip Reduction (CTR) Law.

Basic survey methodology includes:
- The UW provided its survey vendor, ORC International, with a current sample of all UW faculty, staff, and students.
- ORC International drew a random sample from within each segment to achieve the desired number of completed surveys (assuming an overall response rate of 50%).
- All those sampled with an e-mail address were sent an e-mail from the UW inviting them to complete the survey online.
- Those with an e-mail address that did not respond were contacted by phone.
- Phone contacts were continued until the minimum response rate (50%) was achieved.
- All those without an e-mail address were contacted by telephone.
- Vendor completed comprehensive analysis and reporting in report linked below.
- Additional analysis of data conducted by the UW to more accurately report figures entered above.

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

Support for Sustainable Transportation

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

• Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
• Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
• Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

• Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

• Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
• Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
• Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
• Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
• Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
• Offers a telecommuting program for employees, either as a matter of policy or as standard practice
• Offers a condensed work week option for employees, either as a matter of policy or as standard practice
• Has incentives or programs to encourage employees to live close to campus
• Other strategies

 Submission Note:

 Commuter Services homepage:
 http://uwcommute.com

 U-PASS transit pass program:
 http://uw.edu/facilities/transportation/commuterservices/u-pass

 Climate Action Plan:
 http://f2.washington.edu/ess/inform/uw-climate-action-plan

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

 Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
 Yes

 A brief description of the facilities for bicycle commuters:

 The University of Washington provides more than 5,000 bicycle parking spaces on campus. UW has the largest inventory of bike lockers in the country at nearly 700 bike locker spaces. There is space for another 250 bicycles in secure enclosures and houses. Many new facilities feature card-swipe access that works with a student, faculty or staff member’s HuskyCard. Several UW buildings have secure bicycle rooms for use by building occupants, and most residential halls provide bicycle storage in designated rooms. More than half of the bike parking facilities are covered for added weather protection, and many buildings have shower facilities and lockers for personal items for bicycle commuters.

 The University of Washington maintains a 1.7 mile section of the Burke Gilman Trail, a busy regional multi-use trail, which provides bicycle access throughout the campus. The trail is supported by five miles of shared use campus paths. The University is beginning work in April 2014 to widen and upgrade the first of two sections of the Burke Gilman Trail, employing a mode-separated design to increase comfort for people walking and bicycling on the trail. In addition to the trail, numerous city streets with bicycle facilities connect with the campus. Major campus roads shared between bicycles and motor vehicles utilize shared lane markings “sharrows.”

 UW features both staffed and do-it-yourself repair services for people who ride. The student union building features a student-run bike shop in the heart of campus, providing drop-off and DIY repair services throughout the day. The campus provides eight DIY repair stations near bike parking facilities for anyone to use.

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

 A brief description of the bicycle parking and storage facilities:
The University of Washington offers a variety of bicycle parking and storage options to its campus community. These include thousands of short term uncovered and covered rack spaces near building entrances, around 700 bicycle lockers, six controlled access bike houses, and 28 bike rooms within campus buildings. Access for bike lockers and bike houses is purchased through Transportation Services, while bike rooms are administered through the building’s coordinator.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

The University of Washington actively works to encourage bicycling and walking as commute modes on campus. The university has a complete network of more than five miles of walking and bicycling paths, including pedestrian bridges over arterial roads running through the south, west, and east sections of the campus. The Burke-Gilman Trail provides a 1.7-mile walking and bicycling “highway” around the heart of the historic campus. Bicycle parking facilities exist near all buildings and are required for all new buildings on campus. Parking for single-occupancy vehicles is extremely limited in the heart of campus, with most parking existing at the edges of the campus. This means almost everyone who visits the campus travels on foot on campus walking paths for part of their trip.

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

No

**A brief description of the bicycle sharing program:**

The University of Washington is an active partner in the impending launch of Puget Sound Bike Share, and the University District/campus area will be home to 12 stations in the initial launch period. At the time of this writing, Puget Sound Bike Share is expecting a late summer 2014 launch in downtown Seattle, Capitol Hill, Eastlake and the University District. The university has provided significant in-kind assistance in identifying University District and campus locations for the bike share stations, and will allow placement of stations on university property free of charge to the program. More information on Puget Sound Bike Share can be found on the organization’s website.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?**

Yes

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

The League of American Bicyclists awarded the University of Washington with a silver rating in March of 2011. In August of 2013, the Cascade Bicycle Club, a regional bicycle advocacy group, awarded the university with a silver certification for bike-friendly businesses.

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

Yes

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

The University of Washington’s transportation demand management program, the U-PASS, offers faculty, staff and students with a variety of low-cost transportation options. The U-PASS includes an unlimited transit pass for eight different transit agencies, including all buses, light rail, streetcars and commuter rail from King County Metro and Sound Transit. The program has received 29 awards in its 22 years, including Enterprise Seattle’s Commuter Challenge Diamond Ring Award, the Governor’s Commute Smart State Agency Award, proclamations from both the City of Seattle and King County recognizing the program, and numerous awards from the Environmental Protection Agency.

U-PASS holders account for over 9 million trips annually - more than 8 percent of all trips on the King County Metro system, the eighth largest transit agency in the United States.

As transit costs have increased in recent years, University of Washington students took it upon themselves to make U-PASS a universal student fee, ensuring stable funding for the student program’s future. Through this process, the university’s transportation department has worked with students to ensure shared and open governance. The department has a full-time specialist position dedicated to the vision of the UW campus as a premier transit destination, with core responsibilities in setting policies, community outreach, and ongoing collaboration with service providers to improve transit users’ experience.

The university also operates four different shuttles programs. Two shuttles provide connections between the university and its alternative campuses at South Lake Union and Harborview Medical Center. Others serve those with limited mobility, as well as those who need to get home safely late at night.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The University of Washington’s U-PASS program offers faculty and staff U-PASS members access to the university’s Emergency Ride Home program. Faculty and staff U-PASS members who have not driven to campus and have had an unanticipated event arise which requires them to leave campus can access the Emergency Ride Home program. To use the program, a U-PASS member follows these simple steps:

1. Call a taxi company of their choice (town car and limousine services are not eligible)
2. Request a taxi receipt that indicates the pick-up and drop-off points and the fare paid, not including tip
3. Submit the receipt, along with a brief reason for the taxi ride, to Transportation Services
4. Include a name, phone number and campus box number to which they would like the reimbursement sent.

The university will then reimburse the U-PASS member 90 percent of their meter fare for their taxi ride (does not include tip) up to 50 miles per quarter.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:
The University of Washington’s U-PASS program offers a monthly vanpool fare subsidy to student, faculty and staff vanpool participants. Vanpools additionally receive complimentary priority parking in any UW-owned parking facility. UW Transportation Services has a full time rideshare coordinator who supplies infrastructure and group support to all UW vanpoolers to help facilitate and expedite new vanpool creation and participation. The rideshare coordinator also promotes rideshare options on campus and encourages the university’s rideshare community through events and outreach. Each campus vanpool receives a van, insurance, maintenance, gas and roadside assistance covered by our transit agency partners as part of their vanpool participation package. There are currently 388 vanpool participants at the University of Washington. These participants utilize vanpools from four different transit agency partners, including Intercity Transit, Kitsap Transit, Community Transit and King County Metro Transit. King County Metro has the largest and oldest public vanpool program in the nation.

The University of Washington’s U-PASS program also offers a reduced cost carpool parking permit to student, faculty and staff carpool participants. Daily carpool permits cost just $3 compared to a daily SOV permit cost of $15. Daily carpool permits are available to two or three valid U-PASS members under different criteria and are issued from any on-campus gatehouse. Eligibility for this permit requires all participants to have a valid U-PASS at the time of purchase.

The University of Washington’s Zimride network is the fourth largest in the nation with more than 8,153 users. Students, faculty and staff members can use their existing UWNNetID to login to the secure University of Washington Zimride network to search for a rideshare partner for either a one-time trip or regular commute trips.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

The University of Washington was one of the first schools to partner with a carsharing entity by working with Flexcar in 2001. Currently, UW partners with Zipcar who provides eight cars on campus. U-PASS members receive discounted Zipcar memberships and other perks. Additionally, the cars housed on campus are available for use by students ages 18-21, whereas cars off campus are only for those over 21. Additionally, this year the university announced its partnership with car2go to offer U-PASS members an exclusive complimentary membership along with 30 minutes of complimentary driving time. UW Transportation Services offers the UCAR program to the campus community. UCAR is an exclusive university affiliate car-sharing program housed within UW Fleet Services. UCARS are not available for personal use and are only available for use related to university education, research, outreach and business.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

There are three Level 2 electric vehicle recharging stations on campus for use by student and employee commuters. The charging station parking spaces are reserved for exclusive use by electric vehicles, but users must still pay for their parking time. EV commuters must register for an account on the Chargepoint network before using the charging station, but their electricity is provided free of charge by the university.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**
Yes

A brief description of the telecommuting program:

The University of Washington allows employees to telework when the employing department determines that teleworking will allow work to be performed effectively and productively. Neither Human Resources nor Transportation Services mandates teleworking, but leaves it to each department and their employees to determine if teleworking is appropriate for each specific case.

Transportation Services as well as Human Resources have webpages with resources to support employing departments and employees in determining if telework (either regularly or occasionally) is appropriate and how to arrange to telework.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
Yes

A brief description of the condensed work week program:

Condensed work weeks are instituted on a by-department basis, based on operational need. The UW has established enabling policy and deployed this strategy in a decentralized fashion. University of Washington Human Resources has webpages and training sessions to make it easier for employees to find information about Flexwork and Telework programs.

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

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

The UW partners with local lenders to offer location-efficient mortgages that translate commute savings into borrowing potential. The UW also has a faculty/staff housing program and is in the process of developing a new campus-adjacent workforce housing project.

University of Washington’s Housing and Food Services offers space for over 6,400 students on campus, as well as additional apartments directly off campus. Student government has an off-campus housing affairs office to assist students with finding a place to live in Seattle.

Proximity to the UW is a consideration for more than half of all UW students, faculty and staff in determining where to live. According to the most recent U-PASS survey, nearly 40 percent of all students live within a mile of campus, and most employees live within five miles of campus. On a broader scope, about 85 percent of all students, faculty and staff live in King County, where the University of Washington is located.

The University is also highly accessible by transit; 93 percent of all students, faculty and staff have access to transit between home and the UW. 60 percent of commuters have access to a direct route between home and campus.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
Yes
A brief description of other sustainable transportation initiatives and programs:

UW Transportation Services is currently developing a strategic climate action plan, which will be completed in June 2014. This plan will guide Transportation Services to strategically reduce its carbon emissions from Seattle campus commuting, with the goal of carbon neutrality by the year 2050. The plan focuses on behavior change strategies to foster student, staff, and faculty commute mode shifts from higher carbon modes to lower carbon modes.

The website URL where information about the institution’s sustainable transportation program(s) is available:

http://f2.washington.edu/ess/inform/uw-climate-action-plan
## Waste

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

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

Responsible Party

Emily Newcomer
Program Manager
Building Services - UW Recycling

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

Submission Note:

http://www.uwrecycling.com


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

Waste generated:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>4,122.85 Tons</td>
<td>4,122.85 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>2,424.46 Tons</td>
<td>2,424.46 Tons</td>
</tr>
</tbody>
</table>
Materials reused, donated or re-sold | 784.23 Tons | 784.23 Tons

Materials disposed in a solid waste landfill or incinerator | 4,933.77 Tons | 4,933.77 Tons

**Figures needed to determine "Weighted Campus Users":**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,280</td>
<td>7,280</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>166</td>
<td>166</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>42,082</td>
<td>42,082</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>30,148</td>
<td>30,148</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>822</td>
<td>822</td>
</tr>
</tbody>
</table>

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

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

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

As this is a new credit, we wanted the baseline year to be the same for waste generated as well as the demographic data (weighted campus users). It is easier to obtain demographic data for current year so we adjusted our waste generated baseline year accordingly. Baseline for this credit moving forward will be 2013.

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

UW Recycling hosts Trash-In, a large scale waste audit that raises awareness about what is still going to the landfill that doesn't need to be. Every-other-year on Red Square, campus volunteers suit up and sort through one day’s worth of trash, collected from several UW
buildings, in search of recyclable and compostable material. The party-like atmosphere includes popular music, sorting games and challenges. The event explores how much recyclable and compostable material is still being thrown away on campus, and the data collected helps drive UW Recycling programs. Last year's Trash-In showed that 22% of materials found in the trash was recycling, 53% was compostable and 25% was actual trash.

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

The UW Climate Action Plan calls for education and outreach programs for faculty staff and students in regard to using and purchasing of goods and printing and copying responsibly (Strategy 7.4.2), and outlines a purchasing policy for products made with post-consumer recycled content products (Strategy 7.4.3). The Paper Conservation Program supports these strategies.

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

Surplus Property

All items purchased with University monies or given to the University that are no longer needed by a department, whether they are in working or non-working condition, must be transferred to Surplus Property for resale, recycling, or disposal.

Surplus Property is a self-sustaining department. It receives no direct state funding and must generate revenue to cover all costs. Surplus Property revenue is generated through sales of items transferred from departments.

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

At the University of Washington all course catalogs, schedules and directories are found online. This is also the case with most class materials, as this can be found on class catalyst pages.

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

All printing in all computer labs and libraries must be purchased.

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

SCRAM: Student Moveout is a program run by UW Recycling at the end of each academic year that captures unwanted materials from approximately 5,000 students who are moving out of the residence halls. The goal of SCRAM is to divert reusable goods, such as food, clothing, household goods, books, school supplies, cleaning products, and toiletries, to local charitable organizations. SCRAM 2012 marked the ninth year of the program. During SCRAM 2013, UW Recycling collected 27,911 pounds of reusable items including 10,212 pounds of clothing, nearly 5,000 pounds of household goods, and over 2,000 pounds of books and school supplies. In addition, the University District Food Bank collected 2,727 pounds of food.

A brief description of any other (non-food) waste minimization strategies employed by the institution:
In 2009, the Washington State Legislature passed Substitute House Bill 2287, directing all state agencies, including the University, to purchase 100% recycled paper and to reduce paper consumption by 30%. A university-wide project team comprised of members of the Seattle, Bothell and Tacoma campuses developed the UW Committee on Paper Reduction to meet the following objectives:

- Transition to purchasing of 100% Post-Consumer Recycled Paper for copiers and printers.
- Increase recycling of all paper products at the University of Washington and 100% of all copy and print paper.
- Reduction of paper consumption by 30% beginning July 1, 2010

Additionally, the UW’s Climate Action Plan calls for education and outreach programs for faculty staff and students in regard to using and purchasing of goods and printing and copying responsibly (Strategy 7.4.2), and outlines a purchasing policy for products made with post-consumer recycled content products (Strategy 7.4.3). The Paper Conservation Program supports these strategies.

The first initiative the committee took on was getting departments to adopt online class evaluation since class evaluations in the past have all been distributed/processed via printed hardcopies. The Office of Educational Assessment (OEA) has provided course evaluation services to the University of Washington for several decades. Over the past 2.5 years, they have been hard at work developing a brand-new course evaluation (IASystem) that seamlessly integrates with the existing paper-based system while offering a smart, sustainable online option. OEA has released version 1.0 of the new integrated system in Autumn 2013 and is currently working to train departmental coordinators within academic departments at UW Seattle on the use of the online interface. Read about how they did it in their Profile in Green.

https://f2.washington.edu/ess/sites/default/files/Profile%20In%20Green%20OEA.pdf

Read information about the committee, the online course evaluation process, and paper reduction metrics here:

https://f2.washington.edu/ess/paper-reduction

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

Housing & Food Services has conducted waste audits to assess the amount of contamination in their pre- and post-consumer food waste as well as to ascertain the level of packaging that is generated at their campus cafes or residence hall dining facilities to see what zero-waste compostable packaging alternatives exist.

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

Our Food Services are set up in a retail format with cook to flow and display cooking as the norm, reducing overproduction that occurs in large volume cook and park all you care to eat formats that many of our sister institutions practice.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Trays are available but in a retail format only. We do not have an all you care to eat program. Don’t offer all you care to eat programs and the use of trays will be a non-issue.
A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

We use ceramics in our residence hall food service operations that are returned, washed, and reused.

We have a very robust reusable mug program. Last year, we had 172,000 customers utilize a reusable mug in our cafes and beverage platforms.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

We provide 100% compostable service ware in all of our food service operations. In operations connected with residence halls, we use reusables for dining in and compostables for take out.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

25 cent discount when using a reusable container. Buy a UW stainless steel mug and get 10 refills for free.

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

Three of our food service operations donate leftover but reusable food entrees and the accompaniments to Food Lifeline to support homeless shelters in close proximity to the University of Washington.

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

https://f2.washington.edu/ess/
Waste Diversion

Responsible Party

Emily Newcomer
Program Manager
Building Services - UW Recycling

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

Submission Note:

We calculate our waste diversion rate based off the fiscal year calendar (July 1, 2012 through June 30, 2013). In fiscal year 2013, our waste diversion rate was 58%.

In fiscal year 2013 our overall recycling numbers increased for all recycling streams except food waste. We recycled 756 tons of mixed recyclables and 1271 tons of food waste. However, the total amount of material landfilled decreased (4790 tons in FY 2013 vs. 4934 tons in FY 2012).

For the past three years our overall recycling tonnage has been increasing while the amount we throw away is decreasing—good signs our waste diversion programs and educational outreach efforts are having an impact considering our campus is growing.

UW Recycling monitors the numbers each quarter and tries to identify trends or causes for the fluctuations. This year we have also developed an annual program plan centered around three strategies that will hopefully drive waste diversion. The strategies include development of a comprehensive recycling educational campaign, increasing public area composting options in buildings and exterior areas, and implementing a paper towel composting program.

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

Materials diverted from the solid waste landfill or incinerator:

6,620.94 Tons

Materials disposed in a solid waste landfill or incinerator:

4,790.24 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:
UW Recycling has extensive recycling and composting programs in place to help the University meet its waste diversion goal of 70% by 2020. A breakdown of programs is listed below:

-Paper and Cardboard Recycling accounted for 21% (1381 tons) of total tons recycled in fiscal year 2013. All academic buildings on campus have the capability of sorting their material into three material types: mixed paper, mixed containers and landfill. Custodial staff empties the containers and takes the material to the building’s loading dock for proper disposal. UW Recycling crew then services and empties all mixed paper toters and 2 yard cardboard dumpsters located at the loading docks. UW Recycling crew consolidates this material into a University owned rear load packer truck and hauls to our contracted fiber vendor. For office clean-outs and moves, UW Recycling also provides 96-gallon mixed paper toters. These toters provide additional capacity for office clean-outs and encourage people to recycle their old books, files and papers rather than throw them away.

-Mixed Containers and Single-Stream Recycling accounted for 11% (756 tons) of total tons recycled in fiscal year 2013. All buildings on campus have the capability of sorting their material into three material types: mixed paper, mixed containers and garbage. Custodial staff empties the containers and takes the material to the building’s loading dock for proper disposal. UW Recycling crew services mixed containers toters and 2-yard dumpsters located at the academic buildings on campus and hauls it in a University owned rear load packer truck to Waste Management’s transfer station. Waste Management, one of our contracted haulers, services the single-stream compactors located at the residence halls.

-Organics Recycling accounted for 34% (2,258 tons) of the total tons recycled in fiscal year 2013. Organics includes landscape debris, clean wood/pallets, and food waste.

Landscape debris is all organic waste generated from landscaping activities and includes grass clippings, leaves, plant trimmings, and branches. Landscape debris is collected and consolidated by University Grounds staff. Some of the material is chipped on site and used as mulch throughout campus. The landscape debris that cannot be chipped is loaded into roll-off containers located at a campus industrial yard and then hauled by the University’s composting vendor to one of their facilities, where the material is ground up, mixed with food waste, and composted.

Clean wood/pallets is wood scraps, large branches, stumps, pallets, and wood packing crates. Clean wood/pallets must be free of paint, oil, Styrofoam, and shrink wrap. Clean wood generated by the University’s Maintenance & Alterations shop during small renovation projects is placed in roll-off containers at the University’s industrial yards. Smaller containers, such as hoppers and carts, are used by other shops on campus and are emptied by UW Recycling crew into roll-off containers at the campus industrial yards. Building staff place pallets, packing crates, and large pieces of wood at loading areas for collection by UW Recycling crew. Many pallets are reused by University staff or salvaged by outside companies. Crates, large pieces, and all other pallets are loaded into a roll-off container and hauled by the University’s composting vendor to one of their facilities, where the material is ground up, mixed with food waste, and composted.

Food waste is all pre- and post-consumer food scraps, such as produce, meat, fish, dairy, bread, coffee grounds, and egg shells. Food waste includes all food-soiled paper, such as paper napkins, paper towels, paper plates, coffee filters, paper take-out boxes, and pizza boxes and also includes compostable serviceware items approved by the University’s composting vendor. Food waste generated in Housing and Food Services (HFS) dining facilities and coffee shops is collected in carts. HFS staff place full carts at building loading areas. Food waste generated throughout the building (in staff breakrooms, kitchen and hallway containers) is collected in Slim Jim containers, emptied by Custodial Services and transported by building or custodial staff to carts located at their building’s loading area. The University’s composting vendor services carts on site at the loading areas and hauls the material to one of their facilities, where the material is ground up, mixed with landscape debris and wood waste, and composted.

UW Recycling also has an extensive electronics recycling program. This includes electronics, e.Media items, white goods, fluorescent bulbs, toner cartridges and batteries. In fiscal year 2013, 224 tons (or 4%) of this material was recycled. Most of this material first goes through UW Surplus where items are identified either for resale or recycling. For electronics and refrigerators (and other white goods) that are not in working condition get recycled and our picked up the University’s contracted electronics recycler. Fluorescent bulbs are handed by UW Maintenance & Alterations and placed in a storage container that is emptied weekly by the University's contracted fluorescent bulb recycler. Toner cartridges are placed at loading docks and either picked up by UW Recycling crew or our contracted
vendor who picks up cartridges from 5 designated locations on campus. Batteries are primarily handled by EH&S although a lot our collected in the e.Media bins that UW Recycling has set up at over 50 locations on campus.

UW Recycling also has recycling programs set up for hard-to-recycle material such as Styrofoam, plastic film, and hard rigid plastics (plastics #1-7). The recycling of this material accounted for 24 tons of the total tons recycled in fiscal year 2013. The UW Recycling website has online request forms that the campus community can access and submit when they need this material picked up for recycling. UW Recycling strives to make it as easy as possible for campus customers by picking up the material, storing it on site at our yard until a large enough load is ready to be picked up by the contracted vendor.

UW Recycling's SCRAM program (student move out program) diverted 11 tons of material towards donation and reuse rather than being thrown away. Housing & Food Service food donations accounted for the diversion of 2 tons of material towards donation and reuse rather than being thrown away. Additionally, Housing & Food Services cooking oil recycling program diverted 24 tons of material towards recycling and reuse rather than being thrown away.

And, finally, in fiscal year 2013, 773 tons of materials were diverted from the landfill through the successful re-selling efforts of UW Surplus.

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

Our food and beverage vendors donate product to needy families through Food Lifeline and Northwest Harvest and Ronald McDonald House. The UW Dining staff donate their time to support programs that feed and support needy families in our region. We are starting food donations from our new grocery store to Food Lifeline. The food will be picked up and used in a local neighborhood shelter to feed the needy. We hope that by instituting this program, other state institutions will follow our lead.

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

We compost food and beverage waste in all of our food service operations. Since the beginning of 2004 we have incorporated into all of our operations back of the house composting. All food and beverage waste is collected and put out on all of our loading docks for pickup by our commercial composting facility, Cedar Grove which is located just 35 miles away from the University.

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

We offer a 100% compostable products line of compostables which allows the customer to compost all of the food and beverage waste into our compost toters. We have a triple bin system for recycling, compost and solid waste in all of our food service locations, both retail and residence halls, as well as our outdoor mobile dining units. Our campus catering department offers compostable products for all of their events. We strive for a zero waste residential and dining environment.

In July of 2012, The dining program at the University of Washington received the gold award from the National Association of College and University Food Services sustainability awards competition for our waste management program.

In addition to the campus cafes, residence halls and dining facilities, other post-consumer food waste composting infrastructure can be found on campus. This includes 35 outdoor containers that capture recycling, compost and landfill materials. These outdoor containers are located in high-traffic, high-food waste consumption areas such as Red Square, the HUB and the Quad. UW Recycling has also invested a lot of resources into expanding the composting program throughout all academic buildings on campus with over 300 compost bins found in 85 buildings on campus.
Does the institution include the following materials in its waste diversion efforts?:

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

We listed furniture and laboratory equipment as being included in our waste diversion rate because all materials resold through our Surplus Department is included in our waste diversion rate and this includes used furniture and laboratory equipment.

Electronics, Styrofoam, construction & demolition debris, hard plastics (#3-7), and plastic film are also included in our waste diversion rate.
**Construction and Demolition Waste Diversion**

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**Responsible Party**

Emily Newcomer  
Program Manager  
Building Services - UW Recycling

---

**Criteria**

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

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

---

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

---

**Construction and demolition materials recycled, donated, or otherwise recovered:**  
5,653.46 Tons

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

---

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

Daily operation and C&D collection 2012-2013:  
Recycled: 1191.17 tons  
Reused: 870.29 tons  
Landfill: 179.44 tons

UW Recycling has several permanent Construction & Demolition (C&D) recycling containers (10-yard and 20-yard roll of containers) in their Corp Yard 2 location that encourage the proper disposal of the following materials: C&D, Concrete, and Scrap Metal. The Corp Yard 1 location has permanent containers on-site to collect carpet. Other academic or facilities services buildings have permanent containers on site to collect C&D and scrap metal. Temporary containers are also called in for specific jobs. All containers are well labeled and the areas well-signed to encourage proper use and to minimize contamination. In FY 13 we diverted 1,191 tons of C&D, concrete, carpet and scrap metal from these two locations.

Through LEED Projects we require 75% diversion for new and renovation projects.  
Through SustainAbilities Scorecard projects we require 50% diversion for new or renovation projects

**LEED Projects**

Alder Hall: 2,774.89 diverted, 98.73 landfilled

Elm Hall: 509.47 diverted, 65.64 Landfilled

---
Molecular Engineering & Sciences: 106.68 diverted, 50.94 landfill

Samuel Kelley Ethnic Cultural Center: 200.96 diverted, 52.25 landfill
Hazardous Waste Management

Responsible Party

John Wallace

CHMM

Environmental Health & Safety

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

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

The University of Washington has the Environment Health & Safety department, which handles the different types of wastes mentioned in this credit.

http://www.ehs.washington.edu/epowaste/index.shtm

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

The UW Environment Health & Safety department's mission is to educate the staff at the UW to handle hazardous waste, as mentioned in the mission statement below.

"To support the University of Washington’s teaching, research, and service missions, the Environmental Health and Safety Department..."
assists organizational units in meeting their responsibility to protect the environment and to provide a safe and healthful place of employment and learning."

http://www.ehs.washington.edu/pso/mission.shtm

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

The University of Washington has not had any significant hazardous materials releases in the previous three years.

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

The MyChem Chemical Exchange is an online system that allows you to quickly search for surplus chemicals and advertise your own usable surplus chemicals. This can save labs money and reduces hazardous waste. In fact, one study found that unwanted chemicals account for up to 40% of all hazardous waste at universities.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

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

All items purchased with University monies or given to the University that are no longer needed by a department whether they are in working or non-working condition, must be transferred to UW Surplus for resale, recycling, or disposal. UW Surplus is a self-sustaining department. It receives no direct state funding and must generate revenue to cover all costs. UW Surplus revenue is generated through sales of items transferred from departments.

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

At the UW, electronics recycling includes computers, monitors, and peripherals. Electronics in working and non-working condition that are no longer needed by a department are transferred to UW Surplus for resale or proper recycling. All electronics that cannot be resold are recycled by the University’s electronics vendor, Total Reclaim, a local electronics recycler that recently successfully completed the rigorous process of becoming an ISO 14001:2004 certified organization. In fact Total Reclaim has a long-established track record of sound environmental management of electronic waste. In 2003, Total Reclaim became an original signatory of the Basil Action Network’s Electronic Recycler's Pledge of True Stewardship (
BAN is a not-for-profit organization that works to prevent the export of hazardous waste and toxic chemicals to developing countries. In 2009, Total Reclaim was certified by a third party auditor as a Preferred Processor of Electronics for the E-Cycle Washington electronics recycling program (www.ecyclewashington.org).

Total Reclaim currently processes tens of millions of pounds of unwanted electronics each year for this program.

The website URL where information about the institution’s hazardous and electronic-waste recycling programs is available:
http://www.ehs.washington.edu/eporecycle/index.shtml
Water

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

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

---

**Responsible Party**

Norm Menter  
Energy Resource Conservation Manager  
Facilities Services

---

**Criteria**

**Part 1**

Institution has reduced its potable water use per weighted campus user compared to a baseline.

**Part 2**

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

**Part 3**

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

**Submission Note:**

Additional information about conservation measures can be found here:

http://www.washington.edu/facilities/conserve/measures

http://f2.washington.edu/ess/

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

---

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

Medium to High

---

**Total water use:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total water use</strong></td>
<td>418,995,085 Gallons</td>
<td>501,706,532 Gallons</td>
</tr>
</tbody>
</table>

---

**Potable water use:**
### Potable water use

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>418,995,085 Gallons</td>
<td>501,706,532 Gallons</td>
</tr>
</tbody>
</table>

### Figures needed to determine "Weighted Campus Users"

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,280</td>
<td>7,280</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>166</td>
<td>166</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>42,082</td>
<td>42,082</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>30,148</td>
<td>30,148</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>822</td>
<td>822</td>
</tr>
</tbody>
</table>

### Gross floor area of building space

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>14,336,964 Square Feet</td>
<td>13,618,330 Square Feet</td>
</tr>
</tbody>
</table>

### Area of vegetated grounds

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>193.60 Acres</td>
<td>195.70 Acres</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Jan. 1, 2005</td>
<td>Dec. 31, 2005</td>
</tr>
</tbody>
</table>
A brief description of when and why the water use baseline was adopted:

---

Water recycled/reused on campus, performance year:

---

Recycled/reused water withdrawn from off-campus sources, performance year:

---

A brief description of any water recovery and reuse systems employed by the institution:

UW employs water recovery and reuse system as follows:
- Merrill Hall Center for Urban Horticulture’s rainwater cistern captures roof runoff water that is used for landscape irrigation
- Gould Hall’s rainwater cistern captures roof runoff water that is used to irrigate a moving green wall. The system includes freeze protection for winter operation, and a fertilizer injection system to support mostly hydroponically grown plants. This was installed by a student-sponsored Campus Sustainability Fund project.
- Molecular Engineering roof runoff water is used to irrigate planted cells at grade
- Community Design Center’s roof runoff water is used to irrigate planted cells at grade
- Husky Union Building parking lot runoff water is used to irrigate a planted cell that also filters impurities
- Mercer Hall’s rainwater cistern captures roof runoff water that is used for student laundry washing machines
- BB-Tower’s reverse osmosis/deionized (RODI) reject water is captured for reuse as cooling tower makeup water. This was installed by a student-sponsored Campus Sustainability Fund project.

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

UW employs water metering and management systems as follows:
- New and existing central-campus buildings have building-level water meters installed at 27 buildings. All non-central campus buildings supplied directly by the public water utility are installed with building-level main water meters (47 buildings)
- Deduct submeters are installed on many irrigation systems, with new replacement deduct meters being installed to comply with updated water utility company requirements
- Deduct submeters are installed on cooling towers at the Central Utility Plant. New deduct submeters are being installed at larger building cooling towers during this biennium
- On closed loop systems, building meters are installed on all buildings supplied with Central Cooling Water. Main building meters are installed on some research or self-sustaining buildings supplied with steam. Central Cooling Water building meter data is automatically collected at a central database. Steam condensate meter data is automatically collected at a central database for some research buildings, or manually recorded at self-sustaining buildings. The Central Utility Plant’s meter maintenance shop periodically calibrate steam condensate meters.

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

UW employs water-efficient building retrofit practices as follows:
- Most water closets have been replaced with 1.6 gallon-per-flush fixtures. Some 1.28 gpf fixtures and dual-flush fixtures have been
installed during recent building renovations.
- most urinals have been replaced with 0.5 gpf or 0.125 gpf fixtures
- some lavatory faucets and lab sink faucets have been retrofit with low-flow restrictors
- some showers have been retrofit with low-flow showers in residence halls and the Intramural Activities building
- sterilizers have been retrofitted with Water Mizers to eliminate tempered water consumption during non-sterilizing stages

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

UW employs water-efficient policies or programs as follows:
- Building Utility Renewal program retrofit all central utility plant built-up cooling towers with improved fill material and better drift eliminators that save water
- Building Utility Renewal program replaced some factory-assembled cooling towers with new towers that save water through improved heat transfer, accurate water level controllers, better spray nozzles, improved drift eliminators, and calibrated conductivity controllers,
- Building Utility Renewal program is installing networked conductivity controllers on some building cooling towers to optimize the towers' cycles of concentration to save water and reduce corrosion
- Building Utility Renewal program has replaced many single-pass city-water cooled condensing systems for air conditioning, vacuum or compressed air service with replacement air-cooled or water-cooled systems.
- Building Utility Renewal program has replaced most electric or steam pure water stills with reverse osmosis/deionized water (RODI) systems that save water by not needing to temper product water

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

UW encourages native, drought tolerant, and naturalized plantings. However, even with such plant selection, the local Mediterranean climate typically requires some supplemental irrigation in the summer months and the UW has found this is most efficiently provided via networked, underground, high efficiency, weather informed, automatic irrigation and well-trained staff. Furthermore, UW encourages other cultural practices to minimize supplemental irrigation such as aeration, soil protection during construction, proper soils, soil amendments and soil preparation, mulching, hydrozoning plants with similar water requirements, matching plants with compatible microclimates, annual commissioning and continuous maintenance of irrigation systems for proper function and efficiency, and ongoing upgrades to improve existing irrigation systems and provide new irrigation systems to replace obsolete systems or for areas that were previously manually irrigated.

Xeriscaping is often characterized by relatively wide and limited plant spacing, bare gravel and soil buffers in between plants, and point source plant-specific irrigation, often typical in more arid climates. However, in the northwest, design practices include plant spacing at maturity to cover fertile soils to minimize weeds, and accordingly, full irrigation coverage via sprinklers with head-to-head spacing or gridded subsurface drip irrigation is needed to provide efficient irrigation for such mass planting root zones. Nevertheless, the UW champions a local variation of xeriscaping to start new trees. To improve survival and the healthy establishment of new trees, the UW encourages the installation of dedicated point source, tree specific irrigation zones which are operated for two to three years then retired from service. Similarly, as an alternative to plumbed irrigation, short term tree specific irrigation is provided via installing incrementally spaced tubes around new tree root balls and filling them with time release water suspended in a microbe activated cellulose gel.

UW has the added challenge of managing some non-native or non-drought tolerant plant and tree specimens to provide a diverse collection in support of several academic and research programs as well as a public tree tour.
A brief description of any weather-informed irrigation technologies employed by the institution:

UW utilizes a network campus central control system with an integrated weather station to adjust irrigation programs for season changes. Some controllers also utilize standalone rain sensors. In addition to weather sensors, UW also utilizes irrigation submeters and master valves to enhance irrigation monitoring and control, installs high efficiency irrigation such as multi-trajectory, rotating stream sprays, subsurface drip irrigation and pressure regulating automatic control valves. The UW employs a dedicated highly trained irrigation shop and leverages teamwork from other end user stakeholders such as gardeners, plumbers, electricians, information technology specialists, and athletic field groundskeepers. Additionally, the irrigation shop utilizes irrigation record drawings, an irrigation water conservation plan, and is developing GIS supported irrigation asset management. Last, in addition to providing irrigation system lifecycle maintenance, irrigation shop personnel collaborate with construction management, architects, engineers, and contractors to provide existing conditions, design guidelines, and construction support for capital, student, and in-house construction.

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

UW employs other water conservation and efficiency strategies as follows:
- Vehicle washing has been curtailed at Motor Pool
- Power washing of buildings and surfaces has been reduced to remove graffiti and slippery material only
- Space temperature setpoints adjusted higher in summer have reduced water use by chilled water system cooling towers, and space temperature setpoints adjusted lower in winter have reduced water use by steam heating system
- Regular maintenance and innovative repairs on the campus’ two swimming pools have solved or averted major water leaks, and closure of a third campus swimming pool has also saved water
- Custodians save water using microfiber wet mops in lieu of common string mops, and automatic floor scrubbers are low-water-use
- To encourage and champion water conservation, several campus departments communicate green practices, projects, and achievements to the campus community, including the Environmental Stewardship & Sustainability office and Facilities Services

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

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

Stormwater Management Program
The University of Washington has a series on initiatives to handle the storm water problem.

- Public education and outreach on the impacts of stormwater pollution.
- Public involvement and participation.
- Detection and elimination of illicit discharges.
- Construction site stormwater runoff control.
- Post-construction stormwater management for new development and redevelopment.
- Pollution prevention and good housekeeping for facilities operations.

For more information on each initiatives, see following link:


Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure?:
Yes

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

http://www.ehs.washington.edu/epowerqual/storm.shtm

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

---

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

---

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

---

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

There are living roofs on some of the new construction and on top of some of the underground parking.

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

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

---

A brief description of any rain gardens on campus:

---

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

No. Retention ponds are not generally used in the Pacific Northwest. Detention is the typical option. The University is not required, by City of Seattle ordinance, to provided detention for storm water facilities discharging to the City storm system or Lake Washington.

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

1 typical 200 foot biofiltration swale and 1 water quality swale.

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

Stormfilters by Contech Stormwater solutions (about 18 cartridges total) and 2 stormceptor products are currently in use.
We also have 2 rain gardens and 1 bioretention facility

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

http://www.ehs.washington.edu/epowaterqual/storm.shtm
Wastewater Management

Criteria

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

**Credit**

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

#### Responsible Party

**Ruth Johnston**  
Associate Vice President  
Finance & Facilities; Office of the Provost

#### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

**Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

**A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

UW achieved tremendous strides in our carbon reduction efforts and received local and worldwide recognition in the past three years.

The following are examples of our achievements for reducing the University’s carbon footprint:

- 5.6% reduction in Greenhouse Gas emissions since 2005
- 57% waste diversion rate, saving $1,229,505 in 2012
- 81% of university population commutes using alternative modes of transportation
- $12.83 million saved on utility conservation efforts in 2012
- 54% of Housing and Food Services (HFS) budget spent on locally grown or processed food
- 100% of HFS serviceware and packaging is compostable
- 100% of power purchased from Seattle City Light comes from renewable sources
- All new buildings will meet or exceed LEED Silver building standards

We've maintained our status as a leader in environmental stewardship and sustainability and received the following awards and recognition:
- Green Honor Roll status on the Princeton Review Green Rating Survey for three consecutive years
- STARS Gold status (2012)
- 1st place on the Sierra Club Magazine Cool Schools List (2011-2012)
- Bronze Level for the International Green Awards (2012)
- Consistently placed in the Practice Green Health Environmental Leadership category for the UW Medical Center
- Received a Gold Medal for waste diversion from the National Association of College & University Food Services (2012)
- Received an Energy Star designation for UW-IT data centers
- Received the King County Diamond Award for UW Transportation Services
- Ranked within the top 10% of the global GreenMetric survey, hosted by the University of Indonesia (2013)

Equally important, several initiatives took place that raised the bar for our Climate Action Plan commitment:
- President Michael K. Young issued an Executive Order on Environmental Stewardship and Sustainability, No. 13
- Three committees were established to focus on policy development for land use, building construction and maintenance and IT.
- UW submitted a progress report to the American College & University Presidents Climate Commitment (http://green.washington.edu/cap)

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

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

In collaboration with appropriate University units and committees, the Environmental Stewardship Committee (ESC) is to identify long-term goals and standards, as well as develop benchmark measures of efficiency and cost-effectiveness by which the UW community can examine its effectiveness and short and long-term progress towards those goals. This committee will interact with and receive information from existing committees/activities throughout the University, and identify mechanisms by which the UW community can be made aware of the progress being made throughout the institution. It is expected that the Committee will identify emerging opportunities for collaboration between academic programs and administration, offering the campus as a learning lab for students and faculty to work with administration on operational sustainability. The committee will guide UW environmental policy development by chartering teams and work groups, as well as reviewing any recommended actions presented by these sub-teams and gaining approval by the appropriate leaders.

The Committee reports to the President, Provost, and Senior Vice President for Finance & Facilities. ESC will report to the University community on progress towards meeting each of the areas of expectation noted in the UW Environmental Policy Statement dated July 28, 2004 and for Executive Order No. 13, the University's policy on Environmental Stewardship and Sustainability adopted August 30, 2012. The committee also serves as a guide in implementing the University’s Climate Action Plan adopted September 2009.

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

Sandra O. Archibald, Chair
Dean, Daniel J. Evans School of Public Affairs

Charles Kennedy
Associate Vice President, Facilities Services
Bruce Balick  
Professor, Astronomy

Rob Pena  
Associate Professor, Architecture

Rebecca Barnes  
University Architect, Office of Planning & Budgeting

Gary Quarfoth  
Associate Vice Provost, Office of Planning and Budgeting

Micheal Carette  
Senior Planner, Office of Planning and Budgeting

Richard Chapman  
Associate Vice President, Capital Projects Office

John Schaufelberger  
Professor/Chair, Construction Management

Howard Chizeck  
Professor, Electrical Engineering

Pamela Stewart  
Executive Director, Planning & Facilities, UW Information Technology

Jude Van Buren  
Director, Environmental Health and Safety

Ruth Johnston  
Associate Vice President, Finance & Facilities

Marilyn Cox  
Vice Chancellor

Howard Frumkin  
Dean, School of Public Health

Lisa Graumlich  
Dean, College of the Environment

Student representatives from the Associated Students of UW (ASUW), Residence Halls, Campus Sustainability Fund and Graduate and Professional Student Senate (GPSS).

Ex-Officio members:

Anthony Guerrero  
Assistant Vice Chancellor, Facilities Services, UW Bothell
The website URL where information about the sustainability committee(s) is available:
http://esc.washington.edu/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:
The University of Washington’s Environmental Stewardship and Sustainability Office promotes environmental sustainability by engaging, connecting and informing members of the UW community. Established as a unit of Finance & Facilities in August 2008, the Environmental Stewardship & Sustainability office supports the Environmental Stewardship Committee (ESC), the Campus Sustainability Fund (CSF), and administration and facilities departments to increase campus sustainability. The office coordinates University-wide initiatives such as the Climate Action Plan (CAP) and promotes campus projects that encourage resource conservation and behavior change. We are responsible for gathering and reporting the University’s sustainability data and overseeing the UW Sustainability Dashboard. The office is the administrative home of the student-led Campus Sustainability Fund, fostering student leadership and participation with project financing for sustainability projects on the Seattle campus. We provide administrative support for the Environmental Stewardship Committee, which serves as the institution’s guiding body for environmental stewardship and sustainability interests.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
7.13

The website URL where information about the sustainability office(s) is available:
http://green.washington.edu/connect/about-us

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

Name and title of each sustainability officer:
Claudia Frere

A brief description of each sustainability officer position:
The University of Washington Sustainability Officer directs office and program operations, facilitates university-wide projects related to the UW Climate Action Plan, and develops programs to achieve the University's long-term sustainability goals. The primary responsibilities of this role include developing structures for the University to communicate projects, report outcomes and build capacity for other departments to support the Climate Action Plan. This involves supporting the Environmental Stewardship Committee, organizing staff and student resources, developing communications, implementing programs and reporting program goals. The position supervises 7.125 FTE including a Sustainability Programs Supervisor, Sustainability Communications Coordinator, a Marketing Manager, and undergraduate and graduate students. The Officer is responsible for defining the scope of work and delivering outcomes to senior leadership at the UW and the Environmental Stewardship Committee. The Officer is also responsible for managing the university's sustainability dashboard and development of metrics. The University has various sustainability coordinators in specific units across campus, including Housing and Food Services, Facilities Services, Capital Projects Office, Purchasing, UW Medical Centers/ Harborview hospital and more.

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

http://green.washington.edu/office
Sustainability Planning

Responsible Party

Claudia Frere
Manager
Environmental Stewardship & Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:
**Campus Master Plan:**
http://www.washington.edu/community/cmp_site/final_cmp.html

**Sustainable Academic Business Plan and 2Y2D Initiative:**
http://www.washington.edu/discover/leadership/provost/initiatives/2y2d

**Campus of the 21st Century document:**
http://www.washington.edu/provost/print/2y2dCampus21stC.pdf

**Diversity Blueprint**


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

### Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

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

While the University of Washington does not have a formal sustainability requirement, it requires that all undergraduate students take a minimum of 40 credits of Areas of Knowledge courses, with at least 10 credits in each of three Areas: Visual, Literary, and Performing Arts (VLPA); Individuals and Societies (I&S); and The Natural World (NW). These distribution requirements ensure that all undergraduate students obtain an understanding of social and/or environmental sustainability once they graduate. I&S courses focus on the history, development, and dynamics of human behavior, as well as social and cultural institutions and practices. Departments that offer such courses include American ethnic studies, anthropology, economics, geography, international studies, political science, psychology, sociology, and women studies. I&S includes, from departments such as history, philosophy, and religion, courses traditionally grouped with "humanities" at other colleges. NW courses focus on the disciplined, scientific study of the natural world. The Area can be divided into three broad categories: the mathematical sciences, the physical sciences, and the biological sciences. Departments that offer such courses include astronomy, biology, chemistry, fisheries, forest resources, geology, mathematics, and oceanography. More information on these requirements can be found here:


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

- Develop Environmental Literacy
- Enhance Interdisciplinary Environmental Instruction
- Explore the Boundaries between Disciplines
- Environmental Awareness
- Positive Attitude
- Positive Action

**Accountable parties, offices or departments for the Curriculum plan(s):**
UW Sustainability Curriculum Committee, appointed by the Provost

http://green.washington.edu/content/sustainability-curriculum-committee

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

The University of Washington aims to improve sustainability in research by fostering undergraduate participation in environmental research, supporting junior faculty in new areas of environmental scholarship, expanding environmental foci to professional degree programs and fostering collaboration between academic and administrative activities.

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

- Foster Undergraduate Participation in Environmental Research
- Support Junior Faculty in New Areas of Environmental Scholarship
- Expanding Environmental Foci to Professional Degree Programs
- Fostering Collaboration between Academic and Administrative Activities

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

- Vice Provost, Office of Research (Mary Lindstrom)

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

Outreach and engagement plans are outlined in our Climate Action Plan, section 2.3:

The university already disseminates a tremendous amount of information on its environmental and sustainability research, education and operational programs through websites, newsletters, annual reports, news articles, posters and administrative communications (e.g., President’s Town Hall). Specific, existing resources that are available to communicate messages associated with the Climate Action Plan include:

- Websites for UW Environmental Stewardship & Sustainability Office, relevant academic programs (e.g., College of the Environment), and for UW Marketing
- Online calendar and weekly listserv of environmentally related events (both on and off campus);
- Competitions and peer challenges;
- Sustainability toolkits for departments, instructors and K–12 teachers;
- The university daily newspaper, UW Daily, and faculty/staff magazine, UW Today
- Departmental newsletters;
- News and Information releases;
- Educational posters in residence halls, dining facilities and offices;
- The university newsletter for campus neighbors, Front Porch;
- The UW Botanic Gardens website, an important interface to the larger Seattle community
UW Extension provides sustainability courses that is available to UW staff and the general public.

Clean Energy Institute aims to accelerate the creation of a scalable clean energy future by advancing the next generation solar energy and electrical energy storage materials and devices, and their integration with systems and the grid. Supporting science and engineering research that sustains Washington’s leadership and economic advantages in clean energy. The institute has the following goals:

- Advancing knowledge and invent technologies that will help Washington meet its greenhouse gas emission goals.
- Developing clean energy facilities, faculty hiring plans, and education programs that attract top talent to our campus and region.
- Growing our externally funded research portfolio and leading national-level Centers linked to solar energy, electrical energy storage, and their system and grid integration.

In 2013, University of Washington leaders shared their perspectives through a series of articles in the Huffington Post. These articles may be referenced at:

http://green.washington.edu/climate-of-change/lessons

Climate of Change is the premier video series showcasing the University of Washington's sustainability efforts in the areas of research, teaching, co-curricular programs, and campus operations. This four-part series highlights the University's role in shaping how we teach students, develop research, and manage our resources for a sustainable society.

Finally, UW Executive Order No. 13, Environmental Stewardship and Sustainability, was approved by President Michael Young on August 30, 2012, and has been reviewed by the Faculty Senate, Board of Deans, the Environmental Stewardship Committee and the policy sub-teams. The Order, an umbrella statement confirming the UW’s longstanding commitment to sustainability, will serve as a guiding principle for future sustainability policy development and pursuit of the UW’s Climate Action Plan goals and objectives.

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

Campus engagement to support the University’s carbon reduction strategies are provided in the UW’s Climate Action Plan, Section 4. (http://green.washington.edu/cap)

The UW will reduce GHG emissions to meet or exceed the goals passed by the Washington State Legislature in April of 2009, requiring state agencies to reduce emissions by 15% below 2005 levels by 2020, and 36% below 2005 levels by 2035. The UW is hoping to achieve neutrality by 2050.

Other sustainability measures are provided on the UW Sustainability Dashboard (http://green.washington.edu/dashboard) that include waste diversion, building performance, commuting, hazardous waste disposal, paper reduction, utility cost savings and green team participation.
Accountable parties, offices or departments for the Campus Engagement plan(s):

The UW Environmental Stewardship Committee provides recommendations to the President, Provost and Senior Vice President for environmental policies at the University of Washington, and oversees progress towards meeting the goals of the UW Climate Action Plan (http://green.washington.edu/esc). The committee is led by a Dean and includes other Deans, faculty members, staff and students. The committee is supported by the Environmental Stewardship & Sustainability office, a unit of Finance & Facilities, responsible for supporting university-wide projects, initiatives, reporting and program implementations to advance engagement with students, faculty, staff, community and the general public.

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

Several UW initiatives and partnerships engage the public on an ongoing basis around the topic of sustainability:

- Bullitt Center/Integrated Design Lab – a joint effort with the Bullitt Foundation that constructed the nation’s first-ever net-zero building in an urban setting
- Pack Forest – University trust lands that is accessible for public use
- Olympic Natural Resources Center
- UW Botanic Gardens (Washington Park Arboretum, Center for Urban Horticulture, Union Bay Natural Area)

The UW Educational Outreach program provides professional certificate courses on Climate Change and sustainability which is available to professionals in the general community seeking to further career development in the area of sustainability management.

The Environmental Innovation Challenge at the Buerk Center for Entrepreneurship engages with the community to participate in annual competitions and recruits members of the business community to serve as competition judges.

The UW Alumni Association partners with the Seattle Pacific Science Center to engage the University community and their families to learn about environmental and natural sciences through annual exhibitions.

The UW is currently working with the district community for collaborative planning that will expand the University’s carbon footprint beyond its current boundary line. The “West of 15th Expansion” is assessing improving transportation, building effective partnerships with both the city and community, and re-characterization of urban water front.

In 2013, University of Washington leaders shared their perspectives through a series of articles in the Huffington Post. These articles may be referenced at:

http://green.washington.edu/climate-of-change/lessons

Climate of Change is the premier video series showcasing the University of Washington's sustainability efforts in the areas of research, teaching, co-curricular programs, and campus operations. This four-part series highlights the University's role in shaping how we teach.
students, develop research, and manage our resources for a sustainable society.

http://green.washington.edu/climate-of-change

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

Public engagement efforts are ongoing for the UW. Where feasible, projects and new developments are coordinated and aligned with the University’s Climate Action Plan goals.

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

The UW Environmental Stewardship Committee provides recommendations for environmental policies at the University of Washington, and oversees progress towards meeting the goals of the UW Climate Action Plan (http://green.washington.edu/esc). The committee is led by a Dean and includes other Deans, faculty members, staff and students. The committee is supported by the Environmental Stewardship & Sustainability office, a unit of Finance & Facilities, responsible for supporting university-wide projects, initiatives, reporting and program implementations to advance engagement with students, faculty, staff, community and the general public.

A brief description of the plan(s) to advance sustainability in Air and Climate:

In 2009, the Washington State Legislature approved the State Agency Climate Leadership Act E2SSB 5560, which established greenhouse gas emissions reduction limits for state agencies. It directed state agencies to quantify GHG emissions, develop strategies to meet the GHG reduction targets and report on actions taken to reduce GHG emissions. (See RCW 70.235.050 and RCW 70.235.060). UW Executive Order No. 13, Environmental Stewardship and Sustainability, was approved by President Michael Young on August 30, 2012. The Order, an umbrella statement confirming the UW’s longstanding commitment to sustainability, will serve as a guiding principle for future sustainability policy development and pursuit of the UW’s Climate Action Plan goals and objectives. - See more at:

http://f2.washington.edu/ess/executive-order#sthash.QlGFUqHE.dpuf

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

The UW has committed to reduce emissions by 15% below 2005 levels by 2020, and 36% below 2005 levels by 2035. The UW is hoping to achieve neutrality by 2050. The UW Climate Action Plan guides us to that goal. - See more at:

http://f2.washington.edu/ess/inform/uw-climate-action-plan#sthash.9gql0GAL.dpuf
Accountable parties, offices or departments for the Air and Climate plan(s):

The UW Environmental Stewardship Committee provides recommendations for environmental policies at the University of Washington, and oversees progress towards meeting the goals of the UW Climate Action Plan. - See more at:

http://f2.washington.edu/ess/inform/esc#sthash.Pdwfhkdj.dpuf

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

In 2009, the Washington State Legislature approved the State Agency Climate Leadership Act E2SSB 5560, which established greenhouse gas emissions reduction limits for state agencies. It directed state agencies to quantify GHG emissions, develop strategies to meet the GHG reduction targets and report on actions taken to reduce GHG emissions. (See RCW 70.235.050 and RCW 70.235.060). UW Executive Order No. 13, Environmental Stewardship and Sustainability, was approved by President Michael Young on August 30, 2012. The Order, an umbrella statement confirming the UW’s longstanding commitment to sustainability, will serve as a guiding principle for future sustainability policy development and pursuit of the UW’s Climate Action Plan goals and objectives. - See more at:

http://f2.washington.edu/ess/executive-order#sthash.QlGFUqHE.dpuf

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

The UW has committed reduce emissions by 15% below 2005 levels by 2020, and 36% below 2005 levels by 2035. The UW is hoping to achieve neutrality by 2050. The UW Climate Action Plan guides us to that goal. - See more at:

http://f2.washington.edu/ess/inform/uw-climate-action-plan#sthash.9gql0GAL.dpuf

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

The UW Environmental Stewardship Committee provides recommendations for environmental policies at the University of Washington, and oversees progress towards meeting the goals of the UW Climate Action Plan. - See more at:

http://f2.washington.edu/ess/inform/esc#sthash.Pdwfhkdj.dpuf

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

As a member of the AASHE STARS dining advisory group and a member of the group that wrote the NACUFS Sustainability Guide, our goal is to advance sustainable food systems in our region and at all institutions of higher learning. Our main focus currently is that of outreach and education about our program. Whether we present at national conferences or to the campus faculty leadership group or to a nutrition class on campus, our message is to define what a sustainable food system is and inform our customers and colleagues on the leadership role our dining services is taking to advance sustainability.
The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

We measure sustainable food and beverage purchases, waste diversion, outreach and education efforts and customer feedback on our sustainability practices. Our waste diversion goals within UW Dining are aligned with the campus, which is to achieve a 70% waste diversion rate by the year 2020. We are striving for 100% compostable take out containers in all of our food platforms.

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

Micheal Meyering, Business and Sustainability Manager, UW Dining

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

In 2009, the Washington State Legislature approved the State Agency Climate Leadership Act E2SSB 5560, which established greenhouse gas emissions reduction limits for state agencies. It directed state agencies to quantify GHG emissions, develop strategies to meet the GHG reduction targets and report on actions taken to reduce GHG emissions. (See RCW 70.235.050 and RCW 70.235.060). UW Executive Order No. 13, Environmental Stewardship and Sustainability, was approved by President Michael Young on August 30, 2012. The Order, an umbrella statement confirming the UW’s longstanding commitment to sustainability, will serve as a guiding principle for future sustainability policy development and pursuit of the UW’s Climate Action Plan goals and objectives. - See more at:

http://f2.washington.edu/ess/executive-order#sthash.QlGFUqHE.dpuf

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

The UW has committed to reduce emissions by 15% below 2005 levels by 2020, and 36% below 2005 levels by 2035. The UW is hoping to achieve neutrality by 2050. The UW Climate Action Plan guides us to that goal. - See more at:

http://f2.washington.edu/ess/inform/uw-climate-action-plan#sthash.9gql0GAL.dpuf

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

The UW Environmental Stewardship Committee provides recommendations for environmental policies at the University of Washington, and oversees progress towards meeting the goals of the UW Climate Action Plan. - See more at:

http://f2.washington.edu/ess/inform/esc#sthash.Pdwfhkdj.dpuf

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

In 2009, the Washington State Legislature approved the State Agency Climate Leadership Act E2SSB 5560, which established greenhouse gas emissions reduction limits for state agencies. It directed state agencies to quantify GHG emissions, develop strategies to meet the GHG reduction targets and report on actions taken to reduce GHG emissions. (See RCW 70.235.050 and RCW 70.235.060).
UW Executive Order No. 13, Environmental Stewardship and Sustainability, was approved by President Michael Young on August 30, 2012. The Order, an umbrella statement confirming the UW’s longstanding commitment to sustainability, will serve as a guiding principle for future sustainability policy development and pursuit of the UW’s Climate Action Plan goals and objectives. - See more at:

http://f2.washington.edu/ess/executive-order#sthash.QlGFUqHE.dpuf

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

The UW has committed to reduce water waste. The UW Climate Action Plan guides us to that goal. - See more at:

http://f2.washington.edu/ess/inform/uw-climate-action-plan#sthash.9gql0GAL.dpuf

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

The UW Environmental Stewardship Committee provides recommendations for environmental policies at the University of Washington, and oversees progress towards meeting the goals of the UW Climate Action Plan. - See more at:

http://f2.washington.edu/ess/inform/esc#sthash.Pdwfhkdj.dpuf

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

Procurement Services is committed to expanding campus access and awareness of goods and services meeting sustainability standards. Sustainability requirements shall be included in all University-wide contract solicitations and depending on the commodity, requirements may include criteria for:

• Energy efficiency, such as Energy Star and EPEAT ratings
• Green Seal, Ecologo certified or other independent eco-labeling certifications
• Low VOC and Greenguard indoor quality pollution certifications
• Waste reduction
• Trade-ins – supplier take back programs
• Reclamation services
• Reusable, refillable packaging
• Recycled content, including EPA requirements
• Forest Stewardship Council (FSC) certification
• Packing material reduction
• Responsible delivery and transportation process and plan
• Reduced paper use via e-Procurement or electronic payment vouchering
• Certification that sweat shop labor not be used
• Whenever possible purchase organic and local (in state) produce
• Electronic and paperless processes and web-based catalogs
• Credit requirements set forth by LEED (Leadership in Energy an Environmental Design) into product and service sourcing and procurement
• Contract suppliers will be required to provide a corporate sustainability plan for publication on the University’s Procurement Services web-site and to provide annual reports of EPP products purchased against the contract
• Products shall meet or exceed the efficiency standards identified in Chapter 19.260 RCW
• Bidders are required to submit proposals using recycled paper and doubled sided copying to minimize waste
• Bidders are required to complete a Green Profile questionnaire and report any citations for non compliance with environmental or safety issues
• Where environmentally preferable products and services do not exist, the University will work with suppliers to identify and develop opportunities

Procurement Policies and Procedures provide guidance for buying staff to ensure they consider sustainability elements when establishing contract.

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

Procurement Services has created an annual performance metric for EPP purchases, copy paper reduction, energy efficient appliances, computer purchases and electronics. Annual or quarterly business reviews are scheduled with University contract suppliers and a standing topic is sustainability and supplier diversity. Suppliers within our eProcurement catalog environment are asked to identify products meeting sustainability classifications. Many have developed separate listing of these products to make it easier for campus to choose environmentally responsible products. Procurement Services maintains a list of contract suppliers who offer sustainable products and publishes this on our Procurement Services website. Opportunities to increase awareness and purchases of sustainable products in an on-going activity within Procurement Services.

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

Procurement Services, Claudia Christensen, Procurement Manager

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

The mission of Transportation Services is to provide innovative and sustainable transportation solutions that facilitate the education, research, cultural, and service missions of the University. Championing environmental stewardship is one of our core objectives in our work.

Transportation Services is currently undertaking the development of a detailed Climate Action Plan for campus commuting and departmental operations (including operation of the university's fleet). This builds on the transportation strategies already included in the university-wide Climate Action Plan. This departmental plan of action will be complete in the summer of 2014.

Increasing the trips to and on campus made on foot and by bicycle is a strategic focus for Transportation Services and a principle that has been included in recent planning efforts championed by the Office of Planning and Budgeting, including the Campus Landscape Framework and Wayfinding projects.

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

Baseline emissions for commuting and fleet use were established in 2005 and have been measured ever since. This is the primary means for tracking our progress towards the goal of carbon neutrality by 2050. We have already met our 2020 emissions reduction goals for commuting.
As part of the Transportation Services Climate Action Plan, additional measurable objectives, strategies, and time frames are being developed.

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

Transportation Services

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

Educational Outreach
• Continue to promote our goal of 70% waste diversion by 2020 through the expansion of the Recycling Roadshow, a presentation that provides recycling and compost education directly to the campus community.

• Continue to improve and update educational materials and signage by collaborating with campus partners, with a specific focus on uniformity of appearance and message.

MiniMax
• Minimize waste and maximize recycling by increasing participation in the use of this self-service, desk-side waste collection system, with the goal of having 50% of campus buildings converted to MiniMax by the end of fiscal year 2014.

Restroom Paper Towel Composting
• Expand interest and participation in restroom paper towel composting through its incorporation with MiniMax.

Infrastructure Improvements
• Identify needs for improved recycling and composting infrastructure on campus that will increase service efficiencies and waste diversion opportunities. This includes the continued increase of building out public area compost collection through more installations of the BigBelly Solar Compactors in outdoor spaces and through installations of more compost containers throughout campus buildings and cafes.

Service and Routing Efficiencies
• Refine collection services and routing schedules for increased efficiencies and improved customer service.

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

Our overall goal is 70% waste diversion by 2020. However, in order to ensure we are on the right path we have established smaller, incremental goals. Our goal for 2014 is 61%. Additional measurable objectives listed below.

50% of campus buildings have been converted to MiniMax by end of FY 2014. These same buildings will also be converted to restroom paper towel composting, where applicable.
All 35 BigBelly solar compactors (that also accept compost too) are installed in outdoor public spaces.
350 compost containers installed in buildings throughout campus.

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

Emily Newcomer, UW Recycling in collaboration with other departments--Custodial Services, Housing & Food Services and Grounds.
A brief description of the plan(s) to advance sustainability in Water:

The UW strives to reduce water use and improve water quality. The UW Facilities Services Focus on Environmental Sustainability highlights past water conservation achievements and future goals.


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

- The UW has strived to reduce Seattle central campus total water use by a minimum of 1 percent per year. This measure’s performance can be viewed on page 20 of UW F2 Operational Performance Dashboard at


- Some water reduction strategies being implemented include installation of irrigation and cooling tower submeters, replacement of cooling towers, optimization of cooling tower blowdown, replacing single-pass city-water cooled equipment, irrigation best practices including networked controllers and low-water use plantings, re-use of Reverse Osmosis reject water at a cooling tower, installation of lab faucet aerators, rainwater harvesting for irrigation and laundry makeup.

- The UW has strived to improve water quality. Some water quality strategies being implemented include installation of bioswales and bioretention treatment trains, planter cells, underground cartridge systems for surface water runoff, separation of combined storm sewer systems, and Salmon-Safe certification.

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

UW Facilities Services

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

The Diversity Blueprint is a University-wide comprehensive planning and assessment tool, which covers all aspects of campus diversity, including low income students. The Diversity Blueprint has six goals encompassing major areas of emphasis for diversity: leadership and governance; student, faculty and staff diversity; curriculum and research; and institutional and classroom climate. For each goal, there are strategic priorities and recommended action steps for both administrative and academic units and persons who will be accountable for oversight and progress.

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

The Diversity Plan has metrics, strategies and timeframes for these goal areas and selected strategies:

1) Provide leadership and communicate commitment to diversity

a. Build diversity into mission of unit
b. Include diversity resources on home page of unit  
c. Set up and sustain a diversity committee  
d. Develop and implement a unit diversity plan  
e. Include progress on diversity goals in performance evaluations for administrators  

2) Attract, retain, and graduate a diverse and excellent student body  
a. Establish collaborative relationships between central recruitment and outreach services and departments to better coordinate K-12 pipeline programs and initiatives and to connect potential students to academic departments for follow-up  
b. Explore multiple mechanisms and funding opportunities to expand recruitment and retention of underrepresented and low-income students  
c. Increase funding for graduate students in order to recruit, retain, and graduate a more diverse group of students  
d. Provide comprehensive financial aid packages that will enable students to earn degrees and implement proactive advising of students to ensure financial literacy and management of resources  

3) Provide rich learning experiences and prepare students for global citizenship  
a. Provide adequate scholarship assistance and support infrastructure to ensure access to and success in high impact educational experiences for underrepresented students  
b. Increase underrepresented student interaction with faculty particularly in areas such as career advising, mentorship for graduate and professional study, internships, and professional development opportunities  
c. Create new courses and transform existing courses focused on US and global diversity issues and their intersections  

4) Attract and retain a diverse faculty and staff  
a. Craft position descriptions to attract a diverse pool of candidates; emphasize diversity expertise and research priorities in position descriptions  
b. Utilize availability data and applicant flow information in faculty and staff hiring processes to monitor and improve applicant pool  
c. Create a departmental toolkit and training for staff recruiting and workplace diversity, with attention to recruitment strategies, interviewing, orientation, career advancement, and succession planning  
d. Offer workshops for underrepresented junior faculty members to clarify the tenure and promotion processes, including third-year reviews, annual reports, and compilation of tenure files  

5) Encourage and support diversity research  
a. Enhance central funding to diversity research institutes to support new research projects and faculty-led conferences and speaker series  
b. Create new university professorships for diversity research  
c. Assist faculty members to address National Science Foundation “Broader Impacts” Criterion for grants (broadening participation of underrepresented groups)  

6) Create and sustain a welcoming climate for diversity  
a. Conduct periodic assessment of climate for students, faculty, and staff and address issues that surface  
b. Provide leadership workshops for department chairs and unit managers to focus on departmental climate and its impact on faculty and staff from diverse backgrounds
Data is collected and analyzed every two years and action steps reevaluated and revised. Metrics include participation rates and highlight differential patterns.

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

The Vice President and Vice Provost for Minority Affairs and Diversity; Provost and Chancellors; and Deans and Vice Chancellors.

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

In January 2014 the University of Washington launched a new wellness and personal engagement program for faculty and staff. Called "The Whole U," the program supports faculty and staff to take advantage of all of the great resources at the university that will allow them to make healthy lifestyle choices and engage with their colleagues and interests. The program achieves this goal through central level activities and events around healthy topics, supporting and encouraging worksite level activities around health and community, a webpage that pulls together wellness and community engagement information from around the UW, and an ambassador network that helps to bring messaging into the university's many organizations and departments.

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

The Whole U program is just now launching, with its first 9 months focused on preparing for the state of Washington's new wellness portal, coming September 2014. Once the state wellness portal is in place, the program's measurable objectives will include both employee engagement and biometric wellness data. Until that point, measurable objectives are focused on employee engagement and communications.

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

The Whole U is housed in UW Human Resources and reports to the VP of Human Resources, Mindy Kornberg. The program is Directed by Robert Lindsley.

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

1. Create New Research Assistant (RA) Position: This new student position will focus on the evaluation of alternative energy and ESG (environmental, social, and corporate governance) investment opportunities.
2. Increase alternative energy investments: Approximately $12 million or 0.5% of the CEF is currently invested in alternative energy through private equity managers. The UW investment team will commit up to an additional $25 million (or 1% of the CEF) to new alternative energy investments.
3. Incorporate ESG factors into investment analysis and decision making: The Treasury Office will dedicate resources to better understand ESG factors (including environmental impact) and their bearing on investment performance. This effort will include, but is not limited to, (a) discussions with peer institutions on their experience, (b) canvassing the growing body of research focused on this area, and (c) increasing awareness through participation in national forums (i.e., The Forum for Sustainable and Responsible Investment; the University Consortium on Investor Responsibility).
4. Explore opportunities for shareholder advocacy on climate change: This might include, but is not limited to, (a) collaboration with other institutional investors on letter writing campaigns and shareholder proxies targeting fossil fuel companies, (b) leveraging efforts with national organizations where appropriate (i.e., the Carbon Disclosure Project; Ceres), and (c) directing portfolio managers to...
consider the impact of ESG factors on their portfolio investments. Some of these measures would require the approval of UW senior administration and the Board of Regents.

5. Establish a framework for future engagement with students.

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

1. Create New Research Assistant (RA) Position: This new student position will focus on the evaluation of alternative energy and ESG (environmental, social, and corporate governance) investment opportunities. TIMEFRAME: Position advertised in Fall 2013. Position Hired in January 2014. This objective has now been accomplished.

2. Increase alternative energy investments: Approximately $12 million or 0.5% of the CEF is currently invested in alternative energy through private equity managers. The UW investment team will commit up to an additional $25 million (or 1% of the CEF) to new alternative energy investments. TIMEFRAME: Begin research and evaluation in 2014.

3. Incorporate ESG factors into investment analysis and decision making: The Treasury Office will dedicate resources to better understand ESG factors (including environmental impact) and their bearing on investment performance. This effort will include, but is not limited to,

   (a) discussions with peer institutions on their experience TIMEFRAME: 2013 and 2014

   (b) canvassing the growing body of research focused on this area, TIMEFRAME: Begin process in 2014

   (c) increasing awareness through participation in national forums (i.e., The Forum for Sustainable and Responsible Investment; the University Consortium on Investor Responsibility). TIMEFRAME: Join in 2014

4. Explore opportunities for shareholder advocacy on climate change: This might include, but is not limited to, (a) collaboration with other institutional investors on letter writing campaigns and shareholder proxies targeting fossil fuel companies, (b) leveraging efforts with national organizations where appropriate (i.e., the Carbon Disclosure Project; Ceres), and (c) directing portfolio managers to consider the impact of ESG factors on their portfolio investments. TIMEFRAME: Begin process in 2014 and increase participation in 2015

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

UW Treasury Office

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

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

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**Accountable parties, offices or departments for the other plan(s):**
The institution’s definition of sustainability:

The Sustainability in the Curriculum committee was charged by Provost Ana Mari Cauce to meet, analyze and report back regarding providing a more formalized and visible sustainability curriculum for undergraduate students at the UW.

The Committee discussed a variety of definitions of sustainability, and supports adopting a broad and inclusive definition. The Brundtland Commission report’s (1987) definition is one of the most commonly cited: “…sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” A more recent (Griggs et al. 2013) conception identifies elements of sustainability related to thriving lives and livelihoods, sustainable food security, sustainable water security, universal clean energy, healthy and productive ecosystems, and governance for sustainable societies. We also discussed other definitions that included variations on the “3 pillars” of sustainability (environment, society, and economy), and the “triple bottom line” (planet, people, profit). We did not settle on one particular definition of sustainability, but agree that faculties, elected faculty councils and deans of academic units must decide what sustainability means to them (within a broad framework). Additional work is needed in order to develop a broad framework definition of sustainability (similar to the process that developed the diversity definition).

The complete report may be referenced here:

http://f2.washington.edu/ess/sites/default/files/May

31 Final Report.pdf

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?: Yes

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:

As part of the ongoing University 2y2d sustainable academic business planning, environmental sustainability is specifically noted as a key goal. Information about this planning is referenced here:

http://www.washington.edu/2y2d/plan/

http://www.washington.edu/2y2d/plan/campus-21st-century/

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

http://green.washington.edu/cap
Governance

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:
   • Establishing organizational mission, vision, and/or goals
   • Establishing new policies, programs, or initiatives
   • Strategic and long-term planning
   • Existing or prospective physical resources
   • Budgeting, staffing and financial planning
   • Communications processes and transparency practices
   • Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.
And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

<table>
<thead>
<tr>
<th>Diversity and Equity Coordination</th>
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<tbody>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party
Betty Schmitz
Coordinator
Diversity Council

Criteria

Part 1
Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2
Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

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

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>---</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
Based on the results of the 2005 University Diversity Appraisal that identifies pressing diversity challenges, the Council addresses issues of diversity in the following areas:

Mission and Goals
Diversity Leadership and Governance
Pipeline/Outreach
Student Recruitment and Admissions
Student Development and Retention
Faculty Recruitment, Development and Retention
Staff Recruitment, Development and Retention
Curriculum
Research
Climate
Community Outreach

Council members share diversity best practices, engage in institutional diversity planning, and make recommendations to University administration about pressing diversity issues.

The full-time equivalent of people employed in the diversity and equity office:
125

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

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

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

A brief description of the cultural competence trainings and activities:

Cultivating Cultural Competence

This one-day class brings a light touch to a seemingly heavy subject. Through experiential learning in a nonjudgmental setting, develop positive strategies to handle the interpersonal issues that can arise from cultural differences and to increase your cultural competency.
The website URL where information about the cultural competence trainings is available:

Assessing Diversity and Equity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

---

**Has the institution assessed diversity and equity in terms of campus climate?:**

Yes

**A brief description of the campus climate assessment(s) :**

The Diversity Blueprint is a University-wide comprehensive planning and assessment tool, which covers all aspects of campus diversity and includes a goal attainment dashboard to monitor progress. In addition, the Office of Minority Affairs and Diversity’s Assessment Unit works collaboratively with OMA&D programs, key campus units, and select faculty and administrators to plan and implement strategies for monitoring, assessing, and improving educational outcomes for underrepresented, low-income, first-generation and other under served students.

---

**Has the institution assessed student diversity and educational equity?:**

---

**A brief description of the student diversity and educational equity assessment(s):**
Has the institution assessed employee diversity and employment equity?:

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

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

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

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

Responsible Party

Betty Schmitz
Coordinator
Diversity Council

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

OMA&D Counseling Services

http://depts.washington.edu/oma/eop/

Promotes academic success and graduation for underrepresented minority, economically disadvantaged and first-generation college students at UW through a comprehensive academic support program of services. Acts as the umbrella organization for the Educational Opportunity Program (EOP), CAMP and SSS. OMA&D Counseling Services also administers several programs including the Mentor Power for Success Program, a dynamic autumn quarter partnership between incoming OMA&D students and continuing UW student mentors to help them make a successful transition to University life. The Diversity Scholars program was created in 2000 to recruit and support high-achieving underrepresented minority students. The Reach Out and Reconnect (ROAR) Re-entry Program is a service for UW students who are not currently enrolled and would
like to return. The Summer Transition Program provides opportunities for students to prepare for the new academic, personal, and social challenges they will encounter at the UW.

OMA&D also continues to work with the College Success Foundation and the Achiever’s Program, focusing primarily on student retention and graduation.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.washington.edu/diversity/

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
---

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

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

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

Responsible Party

Betty Schmitz
Coordinator
Diversity Council

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

As a unit of the UW Graduate School, the Graduate Opportunities and Minority Achievement Program (GO-MAP), is committed to serving the needs of students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment in which all students can learn and develop through experiences rich in cultural, ethnic, and racial diversity. GO-MAP’s three main areas of focus are:

Outreach, recruitment, and retention.
Enhancing scholarship and research.
Building community, on and off campus.

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

http://www.grad.washington.edu/gomap/
Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

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

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

A brief description of any policies and programs to minimize the cost of attendance for low-income students:
The Husky Promise program guarantees full tuition and standard fees will be covered by grant or scholarship support for eligible, low to low middle income, Washington resident students. Students do not repay this assistance and as tuition increases, so do the grants and scholarships. Around 8500 students qualified for the Husky Promise program in 2011-12. Husky Promise students may also receive additional grant support to help with their living expenses as well.

http://www.washington.edu/huskypromise/

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

---

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

College Assistance Migrant Program (CAMP)

http://depts.washington.edu/uwcamp/

A five-year, $2.0 million grant funded by the U.S. Department of Education that allows UW to provide academic, personal and financial support to 50 students annually from migrant and farm worker backgrounds. Eligible students benefit from services such as advising, educational planning, stipends, and tutoring to help them successfully complete their first year at UW.

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

Scholarships awarded centrally are devoted to students with financial need—generally to those with the lowest estimated family contributions and highest academic achievement. We offer approximately 450-500 scholarships per year to incoming freshmen, about $2 million per year. The scholarships are at least two year commitments. In addition, scholarships are awarded by academic departments and many of those opportunities are also based on financial need.

http://www.washington.edu/students/osfa/ugaid/scholarship.html

A brief description of any programs to guide parents of low-income students through the higher education experience:
UW's Parent Orientation is designed to answer administrative, academic, and transition questions with presentations and information to prepare parents for the college experiences that their son or daughter is about to begin. Parent Orientation is a one day program that takes place on the second day of New Student Advising & Orientation. Parents are given the chance to meet other parents who are experiencing similar transitions with their families. Presenters throughout the day will connect attendees with contacts, real people at the university, who can help with various questions and services.

http://fyp.washington.edu/?page_id=1486

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

---

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

---

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

We believe students from all economic backgrounds should have the opportunity to attend the University of Washington. That is why the Husky Promise program exists (as described above) and the UW provided $67 million in grant/scholarship assistance last year—to ensure that low and middle income students can access a UW education. About 60% of our undergraduates received over $344 million in financial aid, with $200 million in the form of grants or scholarships. 32% of our undergraduates are Pell eligible, with over $45 million in Pell Grant funds in 2011-12. Our commitment to the economic diversity of our students is a well-established value of our institution.

http://www.washington.edu/students/osfa/

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

---

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

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

---

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

---

A brief description of other policies and programs to support non-traditional students:

---

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

---

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

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

The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:

---

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Responsible Party

Mindy Kornberg
Vice President
Human Resources

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

---

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

---

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

---

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

---

The local legal minimum hourly wage for regular employees:

---

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

Yes

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

Yes

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

http://www.uw.edu/admin/hr/ocpsp/
Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

---

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

The Leadership, Community and Values Initiative (LCVI) began in 2005, and among its flagship efforts was a campus wide climate survey to examine how people feel about working at the UW.

Faculty and staff responded, submitting more than 2,000 pages of comments, and participating in dozens of discussion groups on all the UW campuses. The survey's results helped spark efforts to improve communication, career development and advancement, diversity programming, community building and the balance between home life and work.

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

---
The year the employee satisfaction and engagement evaluation was last administered: 2008

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
http://depts.washington.edu/psoweb/about/board-meetings/2008-09-16-2008%20Climate%20Survey%20Results%20LCVI.pdf
Wellness Program

Responsible Party

Mindy Kornberg
Vice President
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

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

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

UWellness

The UWellness program provides information, resources, and activities that support UW employees and their families in leading a healthy lifestyle. Wellness is an integral part of monthly communications to employees and focuses on increasing the awareness of health risks; promoting healthy lifestyles; providing opportunities and resources for lifestyle change; and fostering a workplace environment that promotes health.

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

http://www.washington.edu/admin/hr/benefits/wellness/index.html
Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See Sampling and Data Standards, below, for further guidance on reporting injuries and disease cases.

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

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

Responsible Party

Ann Sarna
Associate Treasurer
Treasury Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Responsible Party

Ann Sarna
Associate Treasurer
Treasury Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
• Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:
2,547,000,000 US/Canadian $

Value of holdings in each of the following categories:

<table>
<thead>
<tr>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry)</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</td>
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<tr>
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</tr>
<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent)</td>
</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment</td>
</tr>
</tbody>
</table>

A brief description of the companies, funds, and/or institutions referenced above:

The UW investment portfolio includes endowment investments of $12.5 million in sustainable industries including solar, wind, sustainable forestry, biomass and geothermal energy and $200 million in sustainable University trust forest lands.

Does the institution have a publicly available sustainable investment policy?:

Yes
A copy of the sustainable investment policy:

---

The sustainable investment policy:

University of Washington Treasury Office
Global Climate Change Initiatives - proposed and adopted November 2013.

The UW Investments Office Proposes the following actions to further the University’s efforts to support sustainability and the concern over global climate change.

1. Create New Research Assistant (RA) Position: This new student position will focus on the evaluation of alternative energy and ESG (environmental, social, and corporate governance) investment opportunities. Position will be advertised in Fall 2013.

2. Increase alternative energy investments: Approximately $12 million or 0.5% of the CEF is currently invested in alternative energy through private equity managers. The UW investment team will commit up to an additional $25 million (or 1% of the CEF) to new alternative energy investments.

3. Incorporate ESG factors into investment analysis and decision making: The Treasury Office will dedicate resources to better understand ESG factors (including environmental impact) and their bearing on investment performance. This effort will include, but is not limited to, (a) discussions with peer institutions on their experience, (b) canvassing the growing body of research focused on this area, and (c) increasing awareness through participation in national forums (i.e., The Forum for Sustainable and Responsible Investment; the University Consortium on Investor Responsibility).

4. Explore opportunities for shareholder advocacy on climate change: This might include, but is not limited to, (a) collaboration with other institutional investors on letter writing campaigns and shareholder proxies targeting fossil fuel companies, (b) leveraging efforts with national organizations where appropriate (i.e., the Carbon Disclosure Project; Ceres), and (c) directing portfolio managers to consider the impact of ESG factors on their portfolio investments. Some of these measures would require the approval of UW senior administration and the Board of Regents.

These efforts are aligned with the broader University mission and will enhance the University’s position as a leader in sustainability.

From University of Washington's Statement's Investment Policy:

D. ETHICAL CONSIDERATIONS
1. While fiscal goals are of central importance, due consideration shall be given to the degree of corporate responsibility exercised by the companies in which investments are made.
2. Direct investment in companies doing business in Sudan whose business activities support the Sudanese government in its continuing sponsorship of genocidal actions and human rights violations in Darfur is prohibited.
3. Direct investment in tobacco companies is prohibited. The University of Washington includes the following language in the investment policy,

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:
Does the institution's sustainable investment policy include negative screens?:
Yes

A brief description of the negative screens and how they have been implemented:

D. ETHICAL CONSIDERATIONS
1. While fiscal goals are of central importance, due consideration shall be given to the degree of corporate responsibility exercised by the companies in which investments are made.
2. Direct investment in companies doing business in Sudan whose business activities support the Sudanese government in its continuing sponsorship of genocidal actions and human rights violations in Darfur is prohibited.
3. Direct investment in tobacco companies is prohibited.

The University receives quarterly lists of prohibited securities from an outside provider and distributes the lists to investment managers. Portfolio is monitored to determine if any prohibited securities are directly held and if so, managers have six months to liquidate.

Approximate percentage of the endowment that the negative screens apply to:
26

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:
---

A brief description of how managers are adhering to proxy voting guidelines:
---

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The UW Consolidated Endowment Fund is prohibited from making direct investments in tobacco companies and in any companies that do business in Sudan "whose business activities support the Sudanese government in its continuing sponsorship of genocidal actions and human rights violations in Darfur."
Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:
Yes

A brief description of the investor networks and/or collaborations:
The University participates in CERES, Investor Network on Climate Risk

The website URL where information about the institution's sustainable investment efforts is available:
Investment Disclosure

Responsible Party

Ann Sarna
Associate Treasurer
Treasury Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Responsibility Party

Aubrey Batchelor
Program Coordinator
Environmental Stewardship & Sustainability Office

Criteria

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

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

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

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

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

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

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

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

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

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

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

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Husky Stadium Renovation and Waste Diversion

A brief description of the innovative policy, practice, program, or outcome:
In the 2012-2013 academic year the University of Washington Husky Stadium underwent a major renovation creating an excellent opportunity for the Athletics Department’s Husky Green Team to launch a comprehensive waste diversion initiative. The project began with a small grant from GLAD and guidance from a local consulting firm. The Husky Green Team developed a broad strategic plan for improving waste diversion, which included learning from professional sports teams in the Green Sports Alliance who have launched similar initiatives. The Husky Green Team worked closely with the stadium’s concessions provider to convert all packaging to compostable or recyclable materials, and accordingly removed all waste bins during the construction of the new stadium. The Team also incorporated education into the plan, organizing volunteers to help educate fans on proper waste disposal, and educating custodial staff within the stadium on the new waste processes. The renovated stadium opened for the 2013-2014 academic year with notable improvements to waste diversion rates.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
---

A letter of affirmation from an individual with relevant expertise:
Letter of Affirmation (Husky Stadium)[1].docx

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

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
</tr>
<tr>
<td>Research</td>
<td>No</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services</td>
<td>Yes</td>
</tr>
<tr>
<td>Category</td>
<td>Status</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Energy</td>
<td>No</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>No</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:

---

The website URL where information about the innovation is available:

Criteria

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

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

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

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

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

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

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

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
Integrated Design Lab and the Bullitt Center's Net Zero Building

A brief description of the innovative policy, practice, program, or outcome:
The UW Integrated Design Lab recently took an active role in the design of one of the greenest commercial buildings in the world: the Bullitt Center. Located in the heart of Seattle, the Bullitt Center opened its doors on Earth Day, April 22, 2013. The building includes innovative features such as composting toilets and rainwater collection and reuse. These features are just a few of the many green innovations that allow the building to achieve net zero status, meeting the design standards of the Living Building Challenge.

The UW Integrated Design Lab conducted lighting analysis during the design process and worked with the design teams to integrate lighting and energy efficiency strategies in the new building. The building serves as a model for state-of-the-art, innovative green building design. The IDL now works in the building within the newly created Center for Integrated Design providing educational opportunities for others to learn about some of the most innovative integrated design solutions available in the green building industry.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
---

A letter of affirmation from an individual with relevant expertise:
Letter of Affirmation IDL BC RP ltrhd.docx

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

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>No</td>
</tr>
<tr>
<td>Waste</td>
<td>No</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>No</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:

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The website URL where information about the innovation is available:

Innovation 3

Responsible Party

Aubrey Batchelor
Program Coordinator
Environmental Stewardship & Sustainability Office

Criteria

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

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

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

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

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

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

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:

UW Commuter Calculator

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

The UW Commuter Calculator is an interactive web-based application that allows commuters to explore how their commute choices affect the cost, carbon dioxide output and calories burned by their commute. Created by UW students, funded by the Campus Sustainability Fund, and supported by UW Transportation Services and the Environmental Stewardship & Sustainability (ESS) office, the site gives commuters a new tool for making commuting choices.

The commute modes included in the calculator are walking, bicycling, taking the bus, carpooling, vanpooling and driving alone. Users can specify the distance of their commute, the mpg of their vehicle, whether they have purchased a U-PASS (which provides discounts for vanpooling and carpool parking as well as riding the bus), the price they pay for gas, the distance they walk to their bus stop and their body weight to customize their results. They can also explore additional information explaining how the calculations were created.

The Commuter Calculator is another example of work done by students to facilitate sustainability on campus via the Campus Sustainability Fund. It represents another resource provided by the university to support commuters, and it joins a variety of user-friendly tools on the ESS website that help promote the university’s mission of sustainability education and action.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

---

A letter of affirmation from an individual with relevant expertise:

Letter of Affirmation.pdf

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

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<tr>
<td>Dining Services</td>
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<tr>
<td>Grounds</td>
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<tr>
<td>Purchasing</td>
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<tr>
<td>Transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
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<tr>
<td>Water</td>
<td>---</td>
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<td>Coordination, Planning &amp; Governance</td>
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<td>Diversity &amp; Affordability</td>
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<td>---</td>
</tr>
<tr>
<td>Investment</td>
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</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
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The website URL where information about the innovation is available:
http://green.washington.edu/commuter-calculator
Innovation 4

Responsible Party

Aubrey Batchelor
Program Coordinator
Environmental Stewardship & Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

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

Submission Note:
Information on our paper towel composting project:
http://green.washington.edu/promote/snapshots/restroom-paper-towel-composting

Information on our 3-d visual displays:
http://green.washington.edu/promote/snapshots/easing-disposal-dilemma-husky-den

Title or keywords related to the innovative policy, practice, program, or outcome:
Waste Diversion Innovations

A brief description of the innovative policy, practice, program, or outcome:
The University of Washington recently launched several innovative waste strategies with a goal of increasing our diversion rate to 70% by 2020. The University already has a comprehensive waste program underway and is constantly striving to reduce the amount of waste sent to the landfill. Three new programs have helped enhance existing efforts: paper towel composting, the UW Garbology project, and the 3-D waste visuals project.

The paper towel composting project captures paper towels from campus rest rooms and sends them to a local commercial composter where they biodegrade into nutrient rich compost in just 60 days. The project began with a successful pilot test in two heavily used campus buildings and has since expanded across campus to 56 buildings or 450 restrooms converted.

The UW Garbology Project is an academic and administrative partnership led by a graduate student exploring patterns of consumption, waste and landfill management. The project has conducted multiple waste audits, analyzed waste streams from various locations on campus, studied the impact of various waste diversion strategies, and used data to explore and develop effective methods of education and outreach.

One result of the UW Garbology Project’s studies was the development and installation of 3-D visuals in the Husky Union Building. These signs use real-life items to help inform consumers on how to properly dispose of their lunch packaging and leftovers. Upon installation, the UW Garbology Project, further tests these signs effectiveness by measuring the volume of each container. Waste audit results show that if material on campus is disposed of correctly, only about 5% should be landfill. The 3-D visual signs have proven effective in guiding waste into the appropriate bin and have been installed in five other high-traffic food service areas on campus.

Each of these unique projects will help UW further increase waste diversion and create a more sustainable campus.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

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A letter of affirmation from an individual with relevant expertise:
Waste innovations letter of support_signed.pdf

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes or No</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>No</td>
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<tr>
<td>Research</td>
<td>No</td>
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<tr>
<td>Campus Engagement</td>
<td>Yes</td>
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<tr>
<td>Public Engagement</td>
<td>No</td>
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<td>Air &amp; Climate</td>
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<td>Buildings</td>
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<td>Dining Services</td>
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<td>Grounds</td>
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<td>Purchasing</td>
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<td>Transportation</td>
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<td>Waste</td>
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<td>Water</td>
<td>No</td>
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<td>Coordination, Planning &amp; Governance</td>
<td>No</td>
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<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
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<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:

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The website URL where information about the innovation is available:
http://uwgarbology.weebly.com/