American University

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

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

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Student Sustainability Educators Program

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

Submission Note:

The number of degree seeking students corresponds to data for the 2012-2013 academic year, found in the 2012-2013 Academic Data Reference Book (http://www.american.edu/provost/oira/Academic-Data-Reference-Book.cfm). Non-degree seeking students were subtracted from the total enrollment.

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

Total number of degree-seeking students enrolled at the institution:
12,693

Program name (1st program):
Green Eagles

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
12,693

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
Each month Green Eagles focus on a different sustainability topic and work on engaging their peers to build awareness and change behavior. Examples include helping students reduce water and energy consumption and promoting recycling and composting.

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

All students are invited to apply to become Green Eagles. The Office of Sustainability hires about 20 students and assigns them to conduct peer outreach in residence halls, as well as in classes and other venues throughout the main campus and Washington College of Law, such as tabling at events, and demonstrating material recovery practices by standing in front of "zero waste" stations and directing students on how to recycle and compost. The Green Eagles work as peer sustainability educators for the duration of the academic year.

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

The Green Eagles meet for an hour and a half each week to receive training on a new sustainability topic, and learn ways to effectively create behavior changes.

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

The Sustainability Coordinator directly oversees the Green Eagles, who are paid $10/hr for up to 5 hours of work per week. After completing one year in the program, students are eligible to become student coordinators, and assist in delivering weekly trainings, event planning, and program coordination. The Green Eagles are also eligible to receive 2 independent study credits (1 fall/1 spring) under the joint guidance of the Sustainability Coordinator and a faculty member from the Department of Environmental Science who oversees the academic requirements of completing an internship for credit.

The website URL for 1st Program:
https://www.american.edu/finance/sustainability/Green-Eagles-EcoRep.cfm

Program name (2nd program):

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

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

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

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

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A brief description of the staff and/or other financial support the institution provides to the program (2nd program):
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The website URL for 2nd program:
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Program name (3rd program):
---

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

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):
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A brief description of how the student educators are selected (3rd program):
---

A brief description of the formal training that the student educators receive (3rd program):
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A brief description of the staff and/or other financial support the institution provides to the program (3rd program):
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The website URL for 3rd program:
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Program name (All other programs):
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Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):
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A brief description of the program, 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 staff and/or other financial support the institution provides to the program (All other programs):

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The website URL for all other programs:

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Student Sustainability Outreach Campaign

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

Submission Note:

Tons of carbon saved was calculated using the EPA Greenhouse Gas Equivalency Calculator:
http://www.epa.gov/cleanenergy/energy

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

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

Yes

The name of the campaign(s):

Do It in the Dark & Kill-A-Watt Challenge

A brief description of the campaign(s):
From November 12, 2012 to November 30, 2012 residence halls, office buildings, classrooms, and laboratories competed to see who could reduce the most energy. Participants were encouraged to sign a pledge to save energy to increase their commitment. Energy savings were tracked with the building dashboard run by Lucid.

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

Our energy reductions summed to 138,509 kilowatt hours of electricity saved campus-wide, which is equivalent to 464,435 tons of carbon dioxide and $15,421 dollars.

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

http://www.american.edu/finance/sustainability/energycompetition.cfm
Sustainability in New Student Orientation

Responsible Party
Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

Submission Note:

Information regarding the Sustainable Campus, Sustainable City program can be found in the AU Welcome Weeks brochure, available online:
https://www.american.edu/ocl/orientation/upload/Welcome-Week-Mailing.pdf

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

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

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

American University begins educating students about sustainability as soon as they arrive on campus. The Office of Sustainability trains student orientation leaders on campus sustainability during the summer. The Office of New Student Programs (NSP) reviews AU's sustainability practices during new student orientation and suggests practical ways students can be more sustainable both on and off campus. NSP distributes a USB drive containing orientation materials that were previously provided as printed fliers and brochures. They also reuse orientation name badge holders. In past years, NSP has partnered with Whole Foods Market to provide incoming students with reusable grocery bags. In addition to NSP's efforts, the Office of Sustainability staffs a table during orientation to provide incoming students with information and opportunities about how to participate in sustainability activities at AU.

Students entering AU for the 2012-2013 school year had the option of attending the Sustainable Campus Sustainable City "Explore DC" Program during the university's "Welcome Week" prior to the start of classes. The two-day program included a campus sustainability tour, a presentation on sustainability at AU, a craft project to make solar powered battery chargers, storm drain labeling with the District Department of the Environment, a presentation on urban forestry in D.C. from a local nonprofit, and a guided tree walk. Twenty students
enrolled in the program for fall 2012.

The website URL where information about sustainability in new student orientation is available:
http://www.american.edu/finance/sustainability/orientation.cfm
Sustainability Outreach and Publications

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The sustainability website includes information about campus greening related to the categories of: buildings, dining, energy & climate, grounds, purchasing, recycling, composting and waste, transportation, and water. The website also covers community greening, commitments & policies, education & research, how to get involved, and about the office and staff.

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

http://www.american.edu/sustainability
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:
The sustainability newsletter is a publication of the Office of Sustainability containing updates about projects and initiatives carried out on campus as well as links to news stories online.

The website URL for the sustainability newsletter:
http://www.american.edu/finance/sustainability/Newsletter.cfm

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
No

A brief description of the vehicle to publish and disseminate student research on sustainability:
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The website URL for the vehicle to publish and disseminate student research on sustainability:
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Does the institution have building signage that highlights green building features?:
Yes

A brief description of building signage that highlights green building features:
Info-monitors display sustainability stats in most building lobbies, including utility consumption as well as key campus sustainability features. Stickers on light switches across campus remind users to turn out the lights. Signs on paper towel dispensers remind users to conserve because paper comes from trees. Stickers on restroom waste bins instruct users that paper towels are composted so users should be careful not contaminate the bins. Plaques in building lobbies inform about green roofs. A sign is located in the student center to denote the presence of the campus apiary, which resides on the second floor.

The website URL for building signage that highlights green building features:
http://www.american.edu/finance/sustainability/Buildings.cfm

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

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
Signs in the Terrace Dining Room promote local food options and vegetarian meals.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.american.edu/finance/sustainability/Dining.cfm

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
A campus map identifies sustainability features as well as academic sustainability programs.

The website URL of the sustainability walking map or tour:
https://www.american.edu/finance/sustainability/map.cfm

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
The sustainable transportation web page lists and links to alternative methods of campus transportation.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.american.edu/finance/sustainability/Transportation.cfm

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
No

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

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

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
The Eagle regularly covers sustainability. The student newspaper publishes daily content online and sends a weekly digest to the whole campus community.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
http://www.theeagleonline.com/

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

A brief description of this material:
Case studies review alternatives to bottled water, LED lights, recycled content paper and double-sided printing. A brochure outlines the university's commitment to carbon neutrality by 2020.

The website URL for this material:
http://www.american.edu/sustainability

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

A brief description of this material:
Facebook page with daily updates about sustainability initiatives, events, and other resources.

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

A brief description of this material:
Twitter page with daily updates about sustainability initiatives, events, and other resources.

The website URL for this material:
http://www.twitter.com/GreenAU

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

A brief description of this material:
E-mail listserv

The website URL for this material:
http://listserv.american.edu/cgi-bin/wa?A0=AUSUSTAINABILITY-L

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
No

A brief description of this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
No

A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
No

A brief description of this material:
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The website URL for this material:
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Student Group

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Submission Note:
The Eco-Sense Facebook page and Facebook group are also frequently updated with news and events from the club:

https://www.facebook.com/pages/AU-Eco-Sense/261704713869280

http://www.facebook.com/groups/2200785043/

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

Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:

Eco-Sense is American University’s student organization dedicated to promoting environmental sustainability on campus, in the community, and in students’ everyday lives through student awareness, volunteering, promotion of sustainability best-practice on campus, and political activism. The group is committed to fighting climate change by increasing awareness and understanding of human impacts on the environment, as well as conveying the idea that leading an environmentally sustainable life is in the best interests of human beings. All activities aim to incorporate social justice issues as well as to create a healthy and environmentally sustainable future for all.

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

Fall 2013 Event Highlights:

1) Community Service: Eco-Sense volunteers lent a hand at the Neighborhood Farm Initiative on September 14.

2) Eco-Sense and Take Back the Tap hosted an informational session on the benefits of tap water in popular student hangout "The Perch" on October 30.

3) Will Potter on "Eco-terrorism and the Criminalization of Dissent": Eco-Sense hosted journalist Will Potter to speak about his book "Green is the New Red" on November 4.
4) Campus activism: Eco-Sense helped organize a rally around the "Fossil Free AU" campaign on November 15, continuing work begun in 2012 to encourage the university to divest its endowment from fossil fuels.

List other student groups that address sustainability:
Beekeeping Society at American University, Fair Trade Student Association, Net Impact at American University, Outdoors Club, VegAU (Vegan Club), Student Government

The website URL where information about student group(s) is available:
http://auecosenseclub.wordpress.com/
**Organic Garden**

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**Responsible Party**

Sara Schwartz  
STARS Research Assistant, Green Office Coordinator  
Office of Sustainability

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**Submission Note:**

The description of the garden was provided by the Fall 2012 garden coordinator. The official website for the garden is [http://auecosense.squarespace.com](http://auecosense.squarespace.com), however, the Facebook page is much more active.

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

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

Yes

**A brief description of the garden:**

The garden is a space for all AU students, staff, and faculty to take advantage of where their food comes from and gain skills to grow for themselves. The garden is about 700 square feet, has 30 beds in addition to about 12 raspberry and blueberry bushes. We also grow a variety of vegetables including tomatoes, eggplant, peppers, squash, cucumbers, carrots, beets, okra, as well as herbs such as basil, thyme, and mint. The food we produce goes to members of the garden club (membership is open, and if you contribute you can share the harvest). The university dining hall also uses the herbs in their cooking.

Furthermore, we are reducing food waste while providing the garden with nutrients by expanding our compost capacity. We compost about 1-3 pounds of coffee grounds a week from the Davenport Lounge on campus in addition to food scraps and garden plant waste. We have shown our support for the Real Foods Real Jobs campaign that promotes social and ecological sustainability on our campus through participating in the Food Day event on October 24th, 2012 by hosting a Tea Party. This event brought together AU food workers and students and provided tea and snacks made with materials from the garden.

The garden has collaborated with the Davenport Lounge, a student-run coffee shop on campus, to sell organic tea from the garden and with the AU Beekeeping Society to make chocolate mint lip balm using mint from the garden and beeswax from the campus apiary.

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

[http://www.facebook.com/groups/50521308428/](http://www.facebook.com/groups/50521308428/)
Model Room in a Residence Hall

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

Yes

A brief description of the model room:

A residence hall room is outfitted with sustainable supplies and occupied by a student sustainability educator (what we call a "Green Eagle") who offers regular hours to visit the room and discuss sustainable living principles.

The website URL where information about the model room in the residence hall is available:

http://www.american.edu/greenroom
**Themed Housing**

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**Responsible Party**

Joshua Kaplan  
Sustainability Outreach Specialist  
Office of Sustainability

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**Submission Note:**

Students are only enrolled in the Sustainable Earth UC for the fall semester, but in the spring these same students take on a sustainability project. The number of residents in themed housing is for the Fall 2012 section of Sustainable Earth.

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

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

Yes

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

“Sustainable Earth” was a campus living and learning community offered through American University’s University College program from 2009 - 2013, in which a group of students takes a common course on sustainability and live together on the same residence hall floor. Academic topics for these courses change from year to year, so the Sustainable Earth section was rotated out after four years and replaced with a section on Public Health. After a year hiatus, the Sustainable Earth section will rotate back into the program in Fall 2014.

Additionally, a sustainability cluster interest group inhabited a floor in McDowell Hall from 2010-2013. These Residential Community Clusters (RCCs) are based on student interest and students must apply to create their own section each academic year. Each section is based on a residential education pillar and is supported by a faculty adviser recruited by the interested students. A sample proposal for a sustainability cluster is provided on the RCC website (http://www.american.edu/ocl/housing/rcc.cfm) as a reference for students applying for academic year 2014-15 clusters in the Spring 2014 semester (proposals are due the spring before the beginning of the new academic year).

Additional living-learning communities present in the 2013-14 academic year that include a sustainability-related component include the Public Health Scholars program, Social Justice Living Learning Community, and the Health and Wellness Living Learning Community. More information about the various kinds of living-learning communities available at American University can be found at

http://www.american.edu/ocl/housing/llc.cfm
The website URL where information about the themed housing is available:
http://www.american.edu/provost/universitycollege/sustainable-earth.cfm

The total number of residents in themed housing: 15
Sustainable Enterprise

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Submission Note:

Additional information about the Davenport Coffee Lounge can be found on their website at
http://davenportcoffeelounge.com/.

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

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

A brief description of the enterprise:

The School of International Service houses the Davenport Coffee Lounge, a coffee shop run by students. The Davenport serves all organic and fair trade coffees and teas; composes coffee grounds, cups, napkins, and utensils; gives a discount for using a reusable mug; provides free reclaimed/returnable mugs; uses solar heated water; and features LED lighting. The building where the Lounge is located is LEED-Gold certified.

The website URL where information about the sustainable enterprise is available:
http://www.american.edu/americanmagazine/features/20100802-SIS-new-building.cfm
Sustainability Events

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Submission Note:

AU's calendar of Earth Month events can be found at
http://www.american.edu/earthmonth

The Center for Environmental Filmmaking's semesterly environmental film speaker series schedule can be found at
http://www.american.edu/soc/cef/upcoming-events.cfm

More information on the Student Environmental Educators Discussion can be found at
http://www.american.edu/finance/sustainability/SEED.cfm

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

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

Yes

A brief description of the event(s):

AU began 2013 by hosting architect, author, and sustainability thinker William McDonough for the launch of his new book The Upcycle on April 22 (Earth Day). Each April is declared "Earth Month", and student-focused events, speakers, and symposia are held throughout the month. In 2012, the keynote speaker for this event was Lisa Jackson, then-Administrator of the US Environmental Protection Agency. In November 2013 AU hosted the first regional conference for student sustainability educators, the Student Environmental Educators Discussion (SEED), which attracted nearly 100 student participants from five states and thirteen universities. Throughout the year, student clubs such as EcoSense, and academic units including the School of International Service, Washington College of Law, Center for Environmental Policy, Center for Environmental Filmmaking, and Center for Food Studies host multiple speaker series related to sustainability.

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

http://www.american.edu/finance/sustainability/calendar.cfm
Outdoors Program

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

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

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

A brief description of the program:
The Outdoors Club is dedicated to creating a stronger relationship between students and the environment, offering trips throughout the year, including hiking, biking, kayaking, and camping.

The website URL where information about the program is available:
http://www.facebook.com/groups/269567469777835/?fref=ts
Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

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

Every year incoming first-year students read a community text before attending AU. The 2012 selection was The End of Country: Dispatches from the Frack Zone by Seamus McGraw, a nonfiction book about natural gas fracking. Students discussed and wrote about the book in their first semester writing class, and attended a discussion with the author. The book examines the potential profits and risks of natural gas fracking.

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

The End of Country: Dispatches from the Frack Zone by Seamus McGraw

The website URL where information about the theme is available:

http://www.american.edu/cas/literature/cwp/witness.cfm
Curriculum

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

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Sustainability Course Identification

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Part 1

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

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

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

Part 2

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

Part 3

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

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

**Has the institution developed a definition of sustainability in the curriculum?**

Yes

**A copy of the institution's definition of sustainability in the curriculum?**
An informal committee convened in November 2009 to create working definitions for “sustainability-focused curriculum,” sustainability-related curriculum,” and “sustainability in research.”

A. Committee Members
- Kathleen Getz, Senior Associate Dean for Academic Affairs, Kogod School of Business
- Dr. Sikina Jinnah, Assistant Professor, School of International Service
- Stephen MacAvoy, Assistant Professor, Department of Environmental Science
- Facilitator: Chris O’Brien, Director, Office of Sustainability

B. Definitions
1. Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

2. Sustainability-related courses incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue.

The goal of sustainability education is to provide students, regardless of their courses of study, the knowledge and skills to help create a healthy economy, society, and environment. To determine whether or not a course has this goal in mind, consider whether or not a given course will help students achieve one or more of the following:
- Understand and be able to effectively communicate the concept of sustainability.
- Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.
- Become aware of and explore the connections between their chosen course of study and sustainability.
- Develop technical skills or expertise necessary to implement sustainable solutions.
- Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
- Contribute practical solutions to real-world sustainability challenges.
- Synthesize understanding of social, economic, and environmental systems and reason holistically.

A course need not accomplish all of these to be designated as sustainability-related or sustainability-focused.

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

**A brief description of the methodology the institution followed to complete the inventory:**
The Office of Sustainability asked faculty to use the above guidance to self-identify whether any of their classes were sustainability-focused or sustainability-related. Twenty-four percent of faculty completed the survey and the results were used to produce a catalog of sustainability curricula.

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

**The website URL where the sustainability course inventory is posted:**
http://www.american.edu/finance/sustainability/courses.cfm
Sustainability-Focused Courses

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution offers sustainability-focused academic courses.

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

Submission Note:

Data covers Spring 2012, Summer 2012, and Fall 2012.

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

The number of sustainability-focused courses offered:

303

The total number of courses offered:

5,823

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2868098

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

https://www.american.edu/finance/sustainability/Courses.cfm
A copy of the sustainability course inventory:
Focused and Related Courses and Research (for web 5.14.13).pdf
Sustainability-Related Courses

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution offers sustainability-related academic courses.

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

Submission Note:

Data covers Spring 2012, Summer 2012, and Fall 2012.

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

The number of sustainability-related courses offered:

776

The total number of courses offered:

5,823

Number of years covered by the data:

One

A list of sustainability-related courses offered:

http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2868098

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

https://www.american.edu/finance/sustainability/Courses.cfm
A copy of the sustainability course inventory:
Focused and Related Courses and Research (for web 5.14.13).pdf
Sustainability Courses by Department

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

Submission Note:

* As per OIRA 2012 degrees report Education & Teaching and Health were one department, which is now split into Education & Teaching, and Health Promotion
** As per OIRA 2012 degrees report Studio art, Art History, Graphic Design fall under the Arts department
*** As per OIRA Report of degrees in 2012 Creative writing is a part of the Literature department in 2012
**** As per OIRA Report of 2012 degrees Music; Dance (which anyway not a degree granting department/ program);Arts Management; Audio Technology; Arts Management; Theatre; Music Theatre are a part of the Performing Arts department
***** As per OIRA Report of 2012 degrees; TESOL is a part of the World Languages and Culture Department

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

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

44

The total number of departments that offer courses:

48

A list of departments that offer sustainability courses:

Departments/ Equivalent Programs across different schools offering sustainability courses

COLLEGE OF ARTS & SCIENCES
1 American Studies (AMST)
2 Anthropology (ANTH)
3 Arab Studies (ARAB)
4 Art** (ARTH, ARTS)
5 Asian Studies (SIS, RELG, COMM)
6 Biology (BIO)
7 Chemistry (CHEM)
8 Computer Science (CSC)
9 Economics (ECON)
10 Education, Teaching & Health* (EDU, HFIT)
11 Environmental Science (ENVS)
12 Liberal Studies (courses from humanities, arts, soc. sciences, sciences/ math dept)
13 Literature*** (LIT)
14 Mathematics and Statistics (MATH, STAT)
15 Multiethnic Studies (Specific courses from HIST, SOCY, GOVT, IDIS dept)
16 Performing Arts**** (PERF)
17 Philosophy and Religion (PHIL, RLEG)
18 Psychology (PSYC)
19 Premedical (Specific courses from BIO, CHEM, MATH, PHY, STATS dept.)
20 Professional Science (Specific courses from ENVS, BIO, CSC, MGMT, STAT dept)
21 Sociology (SOCY)
22 Women, Gender & Sexuality Studies (WGST)
23 World Languages & Culture***** (ARAB, CHIN, FREN, SPAN, GERM, HEBR, PORT, RUS)
SCHOOL OF COMMUNICATION
24 Public Communication (COMM)
25 Journalism (COMM)
26 Film and Media Arts (COMM)
27 Communication Studies (COMM)
KOGOD SCHOOL OF BUSINESS
28 Management (MGMT)
29 Finance and Real Estate (FIN)
30 Accounting (ACCT)
31 International Business (IBUS)
32 Marketing (MKRT)
33 Information Technology (ITEC)
SCHOOL OF INTERNATIONAL SERVICE
34 US Foreign Policy (SIS)
35 International Peace & Conflict Resolution (SIS)
36 International Politics & International Economic Relations (SIS)
37 International Development (SIS)
38 International Communication (SIS)
39 Global Environmental Politics (SIS)
40 Comparative & Regional Studies (SIS)
SCHOOL OF PUBLIC AFFAIRS
41 Public Administration & Policy (PUAD)
42 Justice Law & Society (JLS)
43 Government (GOVT)
WASHINGTON COLLEGE OF LAW
44 One department (WCL)

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:
http://www.american.edu/finance/sustainability/Courses.cfm

A copy of the sustainability course inventory:
Focused and Related Courses and Research (for web 5.14.13).pdf
STARS Reporting Tool | AASHE
Sustainability Learning Outcomes

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

Submission Note:

Degrees conferred with sustainability learning outcomes for Spring 2012, Summer 2012, Fall 2012. The degrees conferred for Spring 2012 is available on the latest report at:
http://www.american.edu/provost/oira/Academic-Data-Reference-Book

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

The number of graduates covered by the sustainability learning outcomes:
2,737

Total number of graduates:
4,399

A list of degree programs that have sustainability learning outcomes:

School: College of Arts and Sciences
Women's, Gender, and Sexuality Studies (Bachelor's)
Women's, Gender, and Sexuality Studies (Minor)
Biology (Bachelor's)
Biology (Minor)
Biochemistry (Bachelor's)
Biochemistry (Minor)
Chemistry (Bachelor's)
Environmental Science (Bachelor's)
Environmental Science (Master's)
Environmental Science (Minor)
Environmental Studies (Bachelor's)
Applied Mathematics (Bachelor's)
Professional Science: Biotechnology (MS)
Professional Science: Environmental Assessment (MS)
Computer Science (Bachelor's)
Anthropology (BA)
Anthropology (PhD)
Anthropology (Minor)
Marine Sciences (Bachelor's) - (BS)
Economics (Bachelor's)
Economics (Minor)
Economics (Master's)
North American Studies (Minor)
Elementary Education (Bachelor's)
Secondary Education (Bachelor's)
Health Promotion (Bachelor's)
Special Education (Minor)
Education Studies (Minor)
Health Promotion (Minor)
Health Promotion Management (Master's)
International Training and Education (Master's)
Teaching (Master's)
Curriculum and Instruction (Med)

Kogod School of Business
Sustainability Management (MS)
Accounting (BS)
Business Language & Culture Studies (Bachelor's)
Business Administration (Bachelor's)
Business Administration (MBA)
Business Administration (Minor)
Business and Music/Entertainment (Bachelor's)
Finance (Minor)
International Business (Minor)
Marketing (Minor)
Real Estate (Minor)
Finance and Real Estate (Master's)

School of Communication
Communication Studies (BA)
Foreign Language and Communication Media (Bachelor's)
Political Communication (Master's)
International Media (Master's)
Public Communication (Bachelor's)
Public Communication (Master's)
School of International Service
Development Management (Master's)
Ethics, Peace, and Global Affairs (Master's)
Global Environmental Policy (Master's)
International Communication (Master's)
International Development (Master's)
International Peace and Conflict Resolution (MA)
International Studies (Bachelor's)
MA in Natural Resources and Sustainable Development (at the University for Peace in Costa Rica)

School of Public Affairs
Public Policy (MPP)
Public Administration (PhD)
Public Administration and Policy (Minor)
Justice (Bachelor's)
Interdisciplinary Studies: CLEG (Bachelor's)
Political Science (Minor)
Political Science (Bachelor's)

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:
https://www.american.edu/finance/sustainability/Degrees.cfm

A copy of the sustainability course inventory:
Focused and Related Courses and Research (for web 5.14.13).pdf

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

Degrees within programs that include sustainability learning outcomes as a high-level theme (i.e. the School of Education, Teaching, and Health) were all counted as having sustainability learning outcomes. Programs that included sustainability focused or related courses, as defined by faculty in a survey, as requirements for graduation were also considered to have sustainability learning outcomes.
Undergraduate Program in Sustainability

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

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

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

The website URL for the program (1st program):
http://www.american.edu/cas/environmental/BA-ENVS.cfm

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

The website URL for the program (2nd program):
http://www.american.edu/cas/environmental/bs-environmental-science.cfm

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

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

Environmental Science (MS)

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

http://www.american.edu/cas/environmental/MS-ENSC.cfm

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

MS Sustainability Management

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

http://www.american.edu/kogod/graduate/MS-SMGT.cfm

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

Global Environmental Policy (MA)

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

http://www.american.edu/sis/degrees/MA-GENP.cfm
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

MA in Natural Resources and Sustainable Development:

http://www.american.edu/sis/sisabroad/graddual/UPeace

MS in Professional Science: Environmental Assessment:

http://www.american.edu/cas/psm/ms-environmental-science-assessment.cfm
Sustainability Immersive Experience

Responsible Party
Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

Submission Note:

Alternative Spring Break:
http://www.american.edu/ocl/volunteer/Alternative-Breaks-Homepage.cfm

NRSD Program:
http://www.american.edu/sis/sisabroad/graddual/UPeace.cfm

Galapagos:
http://www.american.edu/research/success/galapagos-collaboration-070109.cfm

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

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

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

AU offers several sustainability-focused immersion experiences. In Spring of 2013, students led an alternative break trip to Pennsylvania and upstate New York to focus on the relationship between sustainable development and human rights by examining the effects of fracking in the state. Students engaged with community members to see how fracking has affected them.

There are many other sustainability-focused immersion experiences offered every year. First, the Natural Resources and Sustainable Development masters degree through the School of International Service sends students to Costa Rica for one year to conduct hands-on
sustainability projects and attend the University of Peace. Second, students in the Practice of Environmentalism course take a 10-day research trip to the Galapagos Islands with faculty from three disciplines—environmental science, environmental policy, and film. Finally, the university offers several sustainability-focused Alternative Spring Breaks including a trip to Guatemala which focuses on rebuilding communities in the wake of crises, with specific attention paid to defending human rights and environmental justice.

**The website URL where information about the immersive experience is available:**

http://www.american.edu/ocl/volunteer/altbreak/Alternative-Breaks-Pennsylvania-2013.cfm
Sustainability Literacy Assessment

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Has the institution conducted a sustainability literacy assessment?:
Yes

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

A copy of the questions included in the sustainability literacy assessment:
SustainabilityLiteracyAssessment2013_Questions.pdf

A brief description of how the assessment was developed:
By consulting other schools' assessments and considering the projects underway on campus, several questions were developed to gauge knowledge about sustainability topics, to have students rate the importance of those topics, and to get a sense of their attitudes related to sustainability as a whole.

A brief description of how the assessment was administered:

The survey was created with Survey Monkey and e-mailed in November 2013 to the representative group. A second e-mail was sent one week after the initial e-mail to those who did not take the survey the first time. The survey asks respondents to self-report personal attitudes toward sustainability, existing knowledge of sustainability issues, and values concerning the importance of sustainability issues. Attitudes, knowledge, and beliefs are assessed using a 5-point Likert Scale that ranges from Negative (1), to Neutral (3), to Positive (5). Comparison between incoming and outgoing students is possible within a single year or between multiple years to gauge progress.

A brief summary of results from the assessment:

125 respondents took the survey.

Majority of the respondents strongly agreed that their lifestyle reflects their knowledge of sustainability issues, and 63% of seniors indicated their lifestyle has become more sustainable since enrolling at AU (a 17 percentage point increase over the number of freshmen who indicated the same). Majority of respondents would like to learn more about sustainability. Seniors demonstrated greater knowledge of sustainability issues, indicating that their time at American University had a positive effect on their sustainability knowledge. Carbon offsets and waste management were the least known topics while the most well known topic was climate change. On average, issues concerning social justice scored higher than environmental issues, indicating that there is an opportunity to more closely connect these topics in the classroom.

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

https://www.american.edu/finance/sustainability/Literacy-Assessment.cfm
Incentives for Developing Sustainability Courses

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

Yes

A brief description of the program(s):

A workshop on integrating sustainability into the curriculum is offered through the annual Ann Ferren Conference.

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

Faculty who participate in the conference are qualified to apply for a grant to develop a sustainability related course or to integrate sustainability into an existing course.

The website URL where information about the program is available:

http://www.american.edu/ctrl/conference.cfm
Research

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

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</table>
Sustainability Research Identification

Responsible Party
Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

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

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

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

A copy of the institution's definition of sustainability research:
An informal committee convened in November 2009 to create a working definition of “sustainability research.”

A. Committee Members
- Kathleen Getz, Senior Associate Dean for Academic Affairs, Kogod School of Business
- Dr. Sikina Jinnah, Assistant Professor, School of International Service
- Stephen MacAvoy, Assistant Professor, Department of Environmental Science
- Facilitator: Chris O’Brien, Director, Office of Sustainability

B. Definitions

Sustainability Research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity, social well-being, and ecological health.
Has the institution identified its sustainability research activities and initiatives?:
Yes

A brief description of the methodology the institution followed to complete the inventory:
A survey was sent to all faculty members asking them to identify whether they research sustainability. The survey achieved a 20% response rate, with over 300 faculty responding.

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

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
https://www.american.edu/finance/sustainability/Research.cfm
Faculty Engaged in Sustainability Research

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:

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

The number of faculty members engaged in sustainability research:

116

The total number of faculty members engaged in research:

445

Names and department affiliations of faculty engaged in sustainability research:

http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2752954

The website URL, where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

https://www.american.edu/finance/sustainability/Research.cfm

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

Faculty Sustainability Research (for web 5.14.13)_2.pdf

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

- Stephen Macavoy, College of Arts & Sciences, is using AU's green roofs to evaluate effectiveness of green roofs for reducing nutrients and runoff from storms.
- Simon Nicholson, School of International Service, won AU's Provost’s 2013 research award for his research on global food politics.
- Daniel Fiorino, School of Public Affairs, is co-director of a project on “Conceptual Innovations in Environmental Policy” with James Meadowcroft of Carleton University, funded by the Canada Research Council on Social Sciences and the Humanities. He is conducting research on the role of sustainability in policy analysis and the effects of regulatory policy design and implementation on technology innovation.
- Sandra Cannon-Brown, School of Communications, focuses on environmental film making. Her Environmental and Wildlife Production students have won student Emmys for their films.

The website URL where information about sustainability research is available:

https://www.american.edu/finance/sustainability/Research.cfm
Departments Engaged in Sustainability Research

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

Submission Note:

* As per OIRA 2012 degrees report Education & Teaching and Health were one department, which is now split into Education & Teaching, and Health Promotion
** As per OIRA 2012 degrees report Studio art, Art History, Graphic Design fall under the Arts department
*** As per OIRA Report of degrees in 2012 Creative writing is a part of the Literature department in 2012
**** As per OIRA Report of 2012 degrees Music; Dance (which anyway not a degree granting department/program);Arts Management; Audio Technology; Arts Management; Theatre; Music Theatre are a part of the Performing Arts department
*****As per OIRA Report of 2012 degrees; TESOL is a part of the World Languages and Culture Department

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

The total number of academic departments that conduct research:
48

The number of academic departments in which at least one faculty member engages in sustainability research:
39

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

COLLEGE OF ARTS & SCIENCES
1 Anthropology (ANTH)
2 Art** (ARTH, ARTS)
3 Biology (BIO)
4 Chemistry (CHEM)
5 Economics (ECON)
6 Education, Teaching & Health* (EDU, HFIT)
7 Environmental Science (ENVS)
9 History
10 Liberal Studies (courses from humanities, arts, soc. sciences, sciences/ math dept)
11 Mathematics and Statistics (MATH, STAT)
12 Multietnic Studies (Specific courses from HIST, SOCY, GOVT, IDIS dept)
13 Performing Arts**** (PERF)
14 Philosophy and Religion (PHIL, RLEG)
15 Psychology (PSYC)
16 Professional Science (Specific courses from ENVS, BIO, CSC, MGMT, STAT dept)
17 Sociology (SOCY)
18 Women, Gender & Sexuality Studies (WGST)
19 World Languages & Culture***** (ARAB, CHIN, FREN, SPAN, GERM, HEBR, PORT, RUS)

KOGOD SCHOOL OF BUSINESS
20 Management (MGMT)
21 Finance and Real Estate (FIN)
22 Accounting (ACCT)
23 International Business (IBUS)
24 Marketing (MKRT)

SCHOOL OF COMMUNICATION
25 Communication Studies
26 Public Communication (COMM)
27 Journalism (COMM)
28 Film and Media Arts (COMM)

SCHOOL OF INTERNATIONAL SERVICE
29 International Peace & Conflict Resolution (SIS)
30 International Politics & International Economic Relations (SIS)
31 International Development (SIS)
32 International Communication (SIS)
33 Global Environmental Politics (SIS)
34 US Foreign Policy (SIS)
35 Comparative & Regional Studies (SIS)

SCHOOL OF PUBLIC AFFAIRS
36 Public Administration & Policy (PUAD)
37 Justice Law & Society (JLS)
38 Government (GOVT)

WASHINGTON COLLEGE OF LAW
39 One department (WCL)

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
https://www.american.edu/finance/sustainability/Research.cfm

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
Faculty Sustainability Research (for web 5.14.13)_1.pdf
Sustainability Research Incentives

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

"---" 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 Green Eagle Sustainability Fund funds campus sustainability research projects proposed by students, faculty, staff, alumni and neighbors.

The website URL where information about the student research program is available:
https://www.american.edu/finance/sustainability/Research.cfm

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 Green Eagle Sustainability Fund funds campus sustainability research projects proposed by students, faculty, staff, alumni and neighbors.
The website URL where information about the faculty research program is available:

https://www.american.edu/finance/sustainability/Research.cfm
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

Yes

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

American University's Statement of Common Purpose includes this commitment to interdisciplinary inquiry:

"The university distinguishes itself through a broad array of undergraduate and graduate programs that stem from these primary commitments:
- interdisciplinary inquiry transcending traditional boundaries among academic disciplines and between academic units"

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

http://www.american.edu/president/statement-of-common-purpose.cfm
Operations

Buildings

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

Credit

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</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Institution owns and operates buildings that are:

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

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

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

Submission Note:

We included all building square footage in the October 2013 AU Building Floor Plans.

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

Total building space that meets "Eligible Buildings Criteria":

3,924,355 Square Feet

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

3,924,355 Square Feet

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

0 Square Feet

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

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

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

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2010814

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
January 15, 2010

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

AU's Green Building policy states that "existing campus facilities will be operated and maintained to be equal to LEED Certified, or better." Our LEED Volume Prototype for Operations and Maintenance has been approved by GBCI, and we have begun the documentation process for a group of 25 existing buildings.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

3201 New Mexico Avenue
3201 New Mexico Avenue Parking
4000 Brandywine
4000 Brandywine Parking
4200 Wisconsin Avenue
4200 Wisconsin Avenue Parking
4401 Connecticut Avenue
4545 42nd Street
4545 42nd Street Parking
4620 Wisconsin Avenue
4620 Wisconsin Avenue Parking
Anderson Hall
Asbury Building
Battelle-Tompkins
Beeghly
Bender Library
Butler Pavilion
Cassell Hall
Centennial Hall
Centennial Hall Parking
Child Development
Clark Hall
Dunblane
EQB
Gray Hall
Hamilton Building
Hughes Hall
Hurst Hall
Jack Child Hall
Katzen Arts Center
Katzen Arts Center Parking
Kay Spiritual Life Center
Kogod School of Business
Kreeger Music Building
Leonard Hall
Letts Hall
Mary Graydon Center
McCabe Hall
McDowell Hall
McKinley Hall
Media Production Center
Nebraska Hall
Osborn Building
President's Office Building
Public Safety Building
Rockwood Building
Roper Hall
School of International Service
SIS Parking
Sports Center
Sports Center Annex
Sports Center Parking Garage
Vehicle Maintenance Shop
Ward Circle Building
Washington College of Law
Washington College Of Law Annex
Washington College Of Law Annex II
Washington College of Law Parking
Watkins Art Building
Building Design and Construction

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria":
379,305 Square Feet

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

New building space that is LEED Certified:
0 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified:
379,305 Square Feet
New building space that is LEED Platinum certified:

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2010814

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:

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

AU’s green building policy requires that all new construction and major renovation projects are designed and constructed to meet LEED Gold standards at a minimum.

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

At the time of this report, LEED documentation had been submitted for all three of these buildings and Gold certification is expected sometime in spring 2014.
Cassell Hall
Nebraska Hall
4401 Connecticut Avenue

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

---
Indoor Air Quality

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

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

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:
3,264,834 Square Feet

Total occupied building space:
3,264,834 Square Feet

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

Indoor air quality is managed via four complementary systems:

1) Energy Management System
Four full time staff manage the university’s Siemens Apogee energy management system (EMS), which monitors campus HVAC systems, including certain air quality components such as CO sensors, CO2 sensors, and humidity sensors. The EMS is designed to control indoor air quality as well as trigger staff response when the system detects air quality indicators beyond pre-set allowable ranges. The system is monitored 24 hours a day, seven days a week.

2) Occupant Feedback
“2FIX” is the campus-wide customer feedback system for facilities-related inquiries and complaints. Building occupants use this system, which includes a phone hotline and email address (202.885.2FIX and 2FIX@american.edu), to provide feedback on indoor air quality. Calls and emails to 2FIX produce work tickets for response by professional facilities staff people. If/when facilities staff are unable to resolve an indoor air quality complaint, it is referred to Risk Management for additional inquiry and action.
3) Staff Observation
Facilities staff are trained to observe and act to prevent and/or re-mediate sources of potential impacts on indoor air quality, such as observing vehicle fumes penetrating a building, visible mold growth, and other such indicators of potential air contamination.

4) The Green Cleaning Program
Minimizes the amount of dirt entering buildings by using entryway mats, thereby avoiding overuse of cleaning chemicals. It trains staff on safe chemical handling and cleaning practices in order to avoid exposing them to chemicals. We also use Green Seal-certified cleaners and equipment that are verified against a rigorous, nationally recognized standard for identifying greener cleaning supplies. Additionally, the 25 existing buildings undergoing LEED certification are required to comply with LEED EBOM prerequisites for indoor air quality.

The website URL where information about the institution's indoor air quality initiatives is available:
https://www.american.edu/finance/sustainability/Buildings.cfm
This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted:
http://acupcc.aashe.org/ghg/824/

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

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

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

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

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

If yes, please specify:
Paper

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

If yes, please specify:
Air travel

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

If yes, please specify:
Commuting

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

If yes, please specify:
Solid waste to landfill
Greenhouse Gas Emissions Reduction

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Submission Note:

Note Regarding Scope 2 Emissions

Between the 2005 baseline year and the FY 2013 performance year, AU's electricity use was reduced from 54,636,650 kWh to 49,791,980 kWh despite significant growth in campus facilities and campus population.

Additionally, the university installed more than 500 kW of solar PV on its rooftops. Some of these PV panels are owned by the university. There are greenhouse gases associated with the power produced by these panels and this is reflected in the above inventory. Most of the panels, however, are owned by a third party from whom the university has agreed to purchase the power produced by the panels for 20 years. The third-party owner retains ownership of the Renewable Energy Certificates associated with this power and therefore the university does not claim this amount of power as being free of GHGs.

Furthermore, the university purchased RECs equivalent to 100% of the university's purchased power. STARS reporting guidance requires the use of Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards. According to those standards, and as confirmed in a telephone interview with Mary Sotos from the World Resources Institute, on November 27, 2013, reporters should recognize RECs in reporting their gross scope 2 emissions. In essence, RECs represent power that has zero greenhouse gas emissions and therefore AU's scope 2 emissions total is zero.

In addition, AU purchased 9,000 CCBA-certified carbon offsets in 2013, which offset the much of the remaining scope 1 and 2 emissions.

POPULATION

Population figures for performance year are based on student headcount as of September 28, 2013 (census date of Academic Data Reference Book), and Faculty/Staff headcount as of December 1st, 2013 (census date from Director of Employee Compensation).

Population figures for baseline year were calculated using the student headcount as of October 1, 2005 (census date of Academic Data Reference Book), and Faculty/Staff headcount as of September 30, 2005 (census date from Director of Employee Compensation).
Scope 1 and 2 gross GHG emissions, 2005:
36,497 Metric Tons of CO2 Equivalent

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

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

On-campus residents, 2005:
3,363

Non-residential/commuter full-time students, faculty, and staff members, 2005:
7,428

Non-residential/commuter part-time students, faculty, and staff members, 2005:
3,471

Scope 1 and 2 gross GHG emissions, performance year:
8,269.80 Metric Tons of CO2 Equivalent

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

Carbon offsets purchased, performance year:
9,000 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
May 1, 2012 through April 31, 2013

On-campus residents, performance year:
3,662

Non-residential/commuter full-time students, faculty, and staff members, performance year:
9,031

Non-residential/commuter part-time students, faculty, and staff members, performance year:
3,452
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):

AY 2013-2014
Air Travel Emissions

Responsible Party

Sara Schwartz  
STARS Research Assistant, Green Office Coordinator  
Office of Sustainability

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

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

A brief description of the policies and/or programs:

Incoming freshman are given the option to offset their travel costs to orientation by donating to the Sustainability Fund when they register for orientation. If they are traveling east of the Mississippi River they can donate $10, if they are traveling west of the Mississippi River they can donate $15, and if they are traveling from another country they can donate $25. About $1,200-2,000 are raised for the fund each year thanks to these new student's donations.

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

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

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

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

Yes

A brief description of the program:

The Sustainability Fund allocated $1,050 to the Adopt-a-Tree Program in the fall of 2012. This student led program tends to street trees in the surrounding community to ensure they stay healthy. The program mostly focuses on watering the trees and providing mulch.

The website URL where information about the program is available:

http://www.american.edu/finance/sustainability/Sustainability-Fund-Awards.cfm
Dining Services

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

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

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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Ken Chadwick
Account Manager
Aramark

Criteria

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

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

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

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

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

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

27.28

A brief description of the sustainable food and beverage purchasing program:

ARAMARK Higher Education is committed to:

Implement Energy and Water Conservation
Purchase only Paper Products with Recycled Content
Use only Daily Green Cleaning Products
Divert 100% of Fryer Oil Waste
Increase Sustainable Food purchases by 5% per year

The environmental and social impact of the Green Stakes commitments includes:

Reduction of approximately 170 million pounds of emissions through implementation of energy and water conservation programs -- equivalent to the annual emissions from 14,744 passenger vehicles
Conversion of $25 million of paper products to recycled content paper products, supporting closed-loop waste management processes
Utilization of all daily green cleaning products, aligning with green cleaning standards outlined in U.S. Green Building Council’s LEED
programs, improving indoor environmental health for our customers and employees
Diversion of 100% of nearly 500,000 gallons of fryer oil purchased, resulting in a reduction of approximately 3.5 million pounds of emissions, or the carbon sequestered by 40,000 trees grown for 10 years
Increase sustainable food purchasing by 28%

In 2012, ARAMARK Higher Education served 201 Million meals with an estimated 85% of all dining accounts having implemented the trayless initiative. This translates into over 20.8 million lbs of food waste diverted from landfills. Another way to look at this is in terms of avoided Greenhouse Gas (GHG) emissions:

A change in GHG emissions of 7196 (MTCO2), or
Equal to the annual greenhouse gas emissions of 1,499 passenger cars, or
The carbon sequestered annually by 5,898 acres of pine or fir forest.

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

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

A brief description of the trayless dining program:
A survey conducted in 2009 by students in a Seminar in Environmental Issues (ENVS-102) showed that removing cafeteria trays reduced food waste per person by 32%.
As a result of these findings, trays were eliminated in the fall of 2009 in the Terrace Dining Room. In 2011 our Tenley Campus dining room also removed all trays. No trays are used in other food venues or events on campus.

List the year the program was started:
Aug. 25, 2009

The overall percentage of meals served on campus that are trayless:
100

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
http://www.american.edu/finance/sustainability/Dining.cfm
Vegan Dining

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

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

A brief description of the vegan dining program:

AU has a variety of vegan and vegetarian choices on campus. The university contracts ARAMARK Dining for food services. Every meal in our dining hall has at least one prepared vegan option which may include grains, legumes, tofu, seitan, tempeh and vegetables. There are also vegan versions of popular dishes such as vegan macaroni and cheese. Additionally the salad bar is a great place to get a vegan friendly meal. According to ARAMARK, "We provide a vegetarian friendly environment, with a variety of vegetarian or vegan choices." Vegan dishes are designated in the dining hall with a leaf.

Awards and Recognition:
2008 - American University won the title “2008 Most Vegetarian-Friendly University in the United States"

2009 - Placed third for "Best selection of Vegetarian Cuisine" by People for the Ethical Treatment of Animals (PETA).

2010 - Placed second in PETA's "Most vegan-friendly college" contest in the small school category. Of AU's vegan food, PETA wrote: "One of our top schools over the past several years, AU is representing "the District" proudly with vegan options worthy of national praise. Dishes such as Asian tempeh with rice and sweet and sour seitan earn rave reviews from students, but it's really the desserts that put AU head and shoulders above the rest. Beginning this fall semester, students can enjoy vegan raspberry marble cheesecake with chocolate crust, vegan fudge, and vegan chocolate coconut-cream pie, just to name a few of the many options available. Ah, being an AU student—how sweet it is!"

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

http://american.campusdish.com/EatWellContent/MenuCommitments.aspx
Trans-Fats

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

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

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

Yes

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

AU Dining uses zero trans-fat frying oil.

The website URL where information about the program, policy, or practice is available:
http://american.campusdish.com/EatWellContent/NutritionHighlights.aspx
Guidelines for Franchisees

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
Yes

A brief description of the guidelines for franchisees:
The following language has been included in RFPs for retail food venues since 2011: "The lessee must agree to be certified to either Green Seal Silver (GS 46 Standard) or the Green Restaurant Association 3 Stars (Green Restaurant Certification Standards), or prove conformance to either set of standards."

The website URL where information about the guidelines is available:
---
Pre-Consumer Food Waste Composting

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

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

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

A brief description of the pre-consumer food waste composting program:
Both pre- and post-consumer food waste is composted from dining services located in the Mary Graydon Center, as well as the student-run Davenport Lounge in the School of International Service.

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

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

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

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

The website URL where information about the composting program is available:
http://www.american.edu/finance/sustainability/organicwaste.cfm
PostConsumer Food Waste Composting

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

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

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

A brief description of the postconsumer food waste composting program:

Both pre- and post-consumer food waste is composted from dining services located in the Mary Graydon Center, as well as the student-run Davenport Lounge in the School of International Service. In 2013, organic collection bins began to be rolled out all across so food waste and other organic materials can be composted anywhere on campus.

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

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

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

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

The website URL where information about the composting program is available:
http://www.american.edu/finance/sustainability/organicwaste.cfm
Food Donation

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

AU is home to a chapter of the Food Recovery Network which works with AU Dining to recover and donate leftover food.

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

Recycled Content Napkins

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

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

A brief description of the purchasing behavior:
AU Dining uses napkins that contain 100% recycled content and are not bleached.

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:
The Davenport Lounge in the School of International Service offers a 10 cent discount for anyone filling a reusable mug.

Amount of the discount offered for using reusable mugs:
0.10

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
---

The website URL where information about the reusable mug discount program is available:
---
Reusable To-Go Containers

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

Submission Note:

The reusable to-go containers grew out of a research project done by one of our peer sustainability educators.

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:
Yes

A brief description of the reusable to-go container program:

Students can make a one-time five dollar payment to receive a plastic to-go container. The containers are sanitized upon return. Students may sign out a new container every time they return their used container. If they do not wish to get a new container the next time they go to the dining hall, they will receive a key tag voucher which will allow them to get a container the next time they want one.

The website URL where information about the reusable to-go container program is available:
http://www.youtube.com/watch?v=WdjO_-Jr5EA
Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

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

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Building Energy Consumption

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

Criteria

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

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

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBTu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

Submission Note:

Baseline year is FY 2006. Performance year is 2013. Reporting includes electricity, gas, solar PV, solar thermal energy consumption and distillate oil (in FY06).

Building square footage is from the AU Building Floor Plans, January 2013 square footage plus Cassell Hall and the Nebraska Hall addition.

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

Total building energy consumption, 2005:
314,690.57 MMBtu

Building space, 2005:
3,009,254 Gross Square Feet

Total building energy consumption, performance year:
308,686.04 MMBtu
Building space, performance year:
3,981,842 Gross Square Feet

List the start and end dates of the energy consumption performance year:
FY 2013 (May 1, 2012-April 30, 2013)
Clean and Renewable Energy

Responsible Party

Chris O’Brien
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

118.26 MMBtu

Option 2: Non-electric renewable energy generated:

5 MMBtu

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

0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:

173,978.37 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:

0 MMBtu

Total energy consumed during the performance year:

313,306.96 MMBtu

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

1 solar thermal panel on SIS.
27 kW (~34,000 kWh / year) solar PV array on School of International Service.

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

One solar thermal direct heat collector is located on our School of International Service.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

AU purchases renewable energy certificates (RECs) equivalent to 100 percent of purchased electricity. By purchasing RECs, AU is enabling the production of clean, renewable energy. AU ensured that these RECs have real environmental benefits by purchasing Green-E certified RECs from Sterling Planet.

NOTE
According to the US Environmental Protection Agency, the US Green Building Council's LEED guidelines, and the American College and University Presidents Climate Commitment, the sourcing of renewable energy certificates is equivalent purchasing electricity that has zero greenhouse gas emissions.

Unfortunately, the calculation in this credit does not reflect that. However, this has been changed in STARS v2.0, which recognizes renewable energy certificates as having zero greenhouse gas emissions.

A brief description of cogeneration technologies deployed:

---

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

http://www.american.edu/finance/sustainability/Energy.cfm
**Timers for Temperature Control**

---

**Responsible Party**

**Eddy Peng**  
Building Automation Technical Supervisor  
Facilities Management

---

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

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

Yes

**A brief description of the technology used:**

AU has a sophisticated Building Automation System (BAS) program which controls temperatures. For example, it includes temperature controls for night time set backs when building spaces are not occupied to ensure energy conservation.

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

---

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

http://www.american.edu/finance/sustainability/Energy.cfm
Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:

Many campus offices, classrooms and hallways have motion sensors.

The percentage of building space with lighting sensors:
---

The website URL where information about the institution's use of the technology is available:
http://www.american.edu/finance/sustainability/Energy.cfm
LED Lighting

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

A brief description of the technology used:
LED (Light-Emitting-Diode) lights were installed in the School of International Service parking garage and in the street lamps that light pathways on campus. Vending machines on campus were upgraded in 2010 with LED lighting.

The percentage of building space with LED lighting:
---

The percentage of parking deck space with LED lighting:
---

The percentage of outdoor space that uses LED lighting:
---

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

The website URL where information about the institution's use of the technology is available:
http://www.american.edu/finance/sustainability/Energy.cfm
Vending Machine Sensors

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

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

A brief description of the technology used:
In 2010, American University worked with the Coca-Cola Company to acquire 73 vending machines with built-in Energy Management Systems designed to reduce energy consumption. The energy efficient and wireless machines have built in sensors that reduce lighting and power to the machines when customers are not standing in front of them.

The percentage of vending machines with sensors:
---

The website URL where information about the institution's use of the technology is available:
---
Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:  
Yes

A brief description of the management system:

AU operates a computer-based Building Automation System that monitors and optimizes building control subsystems, including heating, cooling, ventilation, equipment scheduling, and alarm reporting. For example, when a room's temperature goes outside an established range, the energy management system alerts a facilities operator to the condition, who then responds by dispatching a technician to the site to address the problem.

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

---

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

---

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

http://www.american.edu/finance/sustainability/Energy.cfm
Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:
Yes

A brief description of the metering system:

As part of AU's commitment to LEED for Existing Buildings, the 25 buildings targeted for certification have progressively been receiving meters for all energy sources in the buildings. Currently all of AU's residence halls, Gray Hall, McCabe Hall, Katzen Arts Center, Nebraska Hall, the School of International Service, and the President's Office building meter all energy consumption.

The percentage of building space with energy metering:
---

The website URL where information about the metering system is available:
http://www.american.edu/finance/sustainability/Energy.cfm
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.

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Integrated Pest Management

Responsible Party

Stephanie DeStefano
Grounds Operations Coordinator
Facilities Management

Criteria

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

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

Submission Note:

While not online, AU’s IPM plan is available to share.

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

The size of the campus grounds:

84 Acres

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

84 Acres

A brief description of the IPM plan(s):

The university grounds department uses IPM for all grounds owned and maintained by the university. The IPM plan outlines strategies for: preventing pests using cultural methods; monitoring and identifying pests using the university tree inventory; determining action thresholds; and applying least toxic chemicals as a last resort.

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

---
Native Plants

Responsible Party

Stephanie DeStefano
Grounds Operations Coordinator
Facilities Management

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

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

A brief description of the native plant program, policy, or practice:
AU uses principally native and adaptive plants on campus grounds.

The website URL where information about the program, policy, or practice is available:
http://www.american.edu/finance/sustainability/Grounds.cfm
Wildlife Habitat

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

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

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

American University grounds are Certified Wildlife Habitat by the National Wildlife Federation (NWF). AU’s grounds provide food (berries, nectar, sap, pollen, and foliage/twigs) and water (rain gardens and a pond) for wildlife. Wooded areas, rock walls, dense shrubs, evergreens, burrows, and a pond provide wildlife shelter. Mature trees, host plants, and a water garden also provide wildlife with appropriate spaces for raising their young. Additionally, sustainable gardening practices include: xeriscaping, rain water capture, IPM, mulching, native plants, lawn area reduction, and composting.

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

https://www.american.edu/finance/sustainability/Grounds.cfm
Tree Campus USA

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

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

AU is the first college or university in Washington, D.C. to be a Tree Campus USA University. We have been named a Tree Campus USA for five consecutive years.

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

http://www.american.edu/media/news/20090417_-_Campus_Beautification_Day_TreeCampusUSA.cfm
Snow and Ice Removal

Responsible Party

Mark Feist
Assistant Director Grounds, Vehicle Maintenance & Support Services
Facilities Management

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

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

Yes

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

Hand shoveling and brush-sweeping equipment is used. Magnesium chloride (MgCl) is used as a deicer alternative to NaCl on walkways and stairs. AU is also looking at other alternatives to find the most environmentally friendly road salt, such as possibly Calcium Magnesium Acetate (CMA).

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

http://www.american.edu/finance/sustainability/Grounds.cfm
Landscape Waste Composting

Responsible Party

Mark Feist
Assistant Director Grounds, Vehicle Maintenance & Support Services
Facilities Management

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

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

A brief description of the composting or mulching program:

AU partners with Recycled Green to collect, compost, and return 100% of AU’s yard waste and apply it as an organic fertilizer on campus grounds.

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

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

The website URL where information about the program, policy, or practice is available:
http://www.american.edu/finance/sustainability/Grounds.cfm
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.

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Computer Purchasing

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://www.american.edu/finance/sustainability/Purchasing.cfm

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

AU maintains a sustainable purchasing policy to guide University procurement in ways that advance socially responsibility and environmental sustainability.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors:
2,375,301.70 US/Canadian $

**Expenditures on EPEAT Silver desktop and laptop computers and monitors:**
2,668 US/Canadian $

**Total expenditures on desktop and laptop computers and monitors:**
2,377,969.70 US/Canadian $
Criteria

Part 1

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

Part 2

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

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

Yes

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

http://www.american.edu/finance/sustainability/Buildings.cfm

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

The university's contract with Aramark requires that cleaning services meet LEED building standards, which specifically requires green cleaning practices, including the use of Green Seal and/or EcoLogo certified cleaning products.

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

Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products:

256,991 US/Canadian $
Total expenditures on cleaning products:

326,377 US/Canadian $ 

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

American_University_Green_Cleaning_Policy_(1-15-10).pdf
Office Paper Purchasing

Criteria

**Part 1**

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

**Part 2**

Institution purchases recycled content office paper.

---

**Submission Note:**

Purchasing data spans November 2012 - October 2013.

---

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

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

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted:**

http://www.american.edu/finance/sustainability/Purchasing.cfm

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

AU's Sustainable Purchasing Policy requires the university to conduct purchasing in accordance with principles of social responsibility and environmental sustainability (https://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2010993).

). The university is working to transition all virgin copy paper to 30% or 100% recycled content papers.
Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?: Yes

**Expenditures on 10-29 percent recycled-content office paper:**
177.30 US/Canadian $

**Expenditures on 30-49 percent recycled-content office paper:**
61,592.32 US/Canadian $

**Expenditures on 50-69 percent recycled-content office paper:**
730.04 US/Canadian $

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

**Expenditures on 90-100 percent recycled-content office paper:**
57,419.02 US/Canadian $

**Total expenditures on office paper:**
177,198.95 US/Canadian $
Vendor Code of Conduct

Responsible Party

Chris O’Brien
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

The website URL where the vendor code of conduct or equivalent policy is posted:
http://www1.american.edu/socialjustice/socialresponsibility/fla_wrc.html

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

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

American University has been affiliated with the Fair Labor Association (FLA) and the Worker Rights Consortium (WRC) since November 2000, in an effort to take a socially responsible stand on sweatshops and child labor. Both organizations collaborate with workers, non-governmental organizations, and other colleges and universities to improve the conditions of workers producing collegiate apparel by using the leverage of licensing agreements.

AU’s affiliations with the FLA and WRC require the university’s licensees and/or sourcing companies to meet a code of conduct that is consistent with FLA and WRC codes.

AU has adopted a "Statement of Social Responsibility Principles for American University Business Partners," issued by AU’s president:
http://www.american.edu/president/announcements/archive/January-17-2012.cfm
Historically Underutilized Businesses

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

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

Yes

A brief description of how the institution meets the criteria:

AU has a facilities policy that sets requirements and goals for "certified business enterprises" (CBE), the District of Columbia's program for designating local, small and disadvantaged businesses.

For contracts worth $500,000 or more, AU requiremes 35% participation by CBEs. For contracts below $500,000, AU's strives to achieve a goal of 35% participation by CBEs. To count toward the 35% requirement and goal, the contractor or subcontractor has to be certified with DC and listed in the searchable database of certified businesses found here:


The website URL where information about the program, policy, or practice is available:
https://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2566691
Local Businesses

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

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

Yes

A brief description of the program:

AU has a facilities policy that sets requirements and goals for "certified business enterprises" (CBE), the District of Columbia's program for designating local, small and disadvantaged businesses.

For contracts worth $500,000 or more, AU requires 35% participation by CBEs. For contracts below $500,000, AU strives to achieve a goal of 35% participation by CBEs. To count toward the 35% requirement and goal, the contractor or subcontractor has to be certified with DC and listed in the searchable database of certified businesses found here:


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

https://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2566691
Transportation

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

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

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Campus Fleet

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

Criteria

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

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

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

Submission Note:

American University switched its buses to B20 biodiesel in March of 2013. Data on the campus fleet was provided by the Manager of Transportation, Operations, and Maintenance, Alef Worku.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
2

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

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0

Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
9

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
85
Student Commute Modal Split

Criteria

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

Submission Note:

"More sustainable" options include alternatively fueled vehicles (ethanol, electric including hybrid), motorcycle or scooter, formal telecommuting (avoiding trips to campus), walking, biking, public transportation (bus, metro, train, AU shuttle), and carpool.

The non-required fields above do not equal the total sustainable commuting % because we also consider formal telecommuting (0.12%) and alternatively-fueled vehicle trips (1.94%) as more sustainable.

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
78.54

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
21.46

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
40.31

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
3.92

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
31.77
The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:

0.48

The website URL where information about alternative transportation is available:

http://www.american.edu/finance/sustainability/Transportation.cfm
Employee Commute Modal Split

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

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

Submission Note:

"More sustainable" options include alternatively fueled vehicles (ethanol, electric including hybrid), motorcycle or scooter, formal telecommuting (avoiding trips to campus), walking, biking, public transportation (bus, metro, train, AU shuttle), and carpool.

The non-required fields above do not equal the total sustainable commuting % because we also consider formal telecommuting (0.87%) and alternatively-fueled vehicle trips (6.56%) as more sustainable.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
52.84

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
47.16

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
11.67

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
7.27

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
25.74
The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:

0.87

The website URL where information about alternative transportation is available:

http://www.american.edu/finance/sustainability/Transportation.cfm
Bicycle Sharing

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
AU has two bike sharing programs, one operated by the Student Government and one operated by the District of Columbia. The student bike lending program allows students to borrow free bikes, helmets, locks, saddlebags, and lights. The Capital Bikeshare program requires a nominal fee.

The website URL where information about the program, policy, or practice is available:
https://www.american.edu/finance/sustainability/Transportation.cfm
Facilities for Bicyclists

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

A brief description of the facilities:
The School of International Service has indoor secure bike storage, shower facilities, and lockers for bicycle commuters.

The website URL where information about the program, policy, or practice is available:
http://www.american.edu/finance/sustainability/Transportation.cfm
Bicycle and Pedestrian Plan

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

Responsible Party

Mark Feist
Assistant Director Grounds, Vehicle Maintenance & Support Services
Facilities Management

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle?:
Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
AU offers free shuttle rides between the Tenleytown Metro station and campus. Shuttles can be located using GPS via the web.

The website URL where information about the program is available:
http://www.american.edu/finance/facilities/shuttle.cfm
Condensed Work Week

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.:
Yes

A brief description of the program:

Institution offers a condensed work week option for full time employees. Flex Work Arrangement Policy was approved on September 14, 2009.

The website URL where information about the program is available:
http://www.american.edu/policies/upload/Flex-Work-Arrangement-Policy.pdf
Telecommuting

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:

The university recognizes the growing demands on staff while at work and the increasing challenge of finding new and better ways of serving students, other customers and meeting the university goals. American University supports flex work arrangements to foster a highly desirable and productive work environment that is responsive to these demands and challenge. The University expects that flexible work arrangements will increase retention and recruitment of highly qualified staff, maintain staff productivity, and promote employee engagement.

While not all positions will be amenable to flex work arrangements, consideration of flexible work schedules are be reviewed on a case-by-case basis taking into account the departmental needs and the employee’s ability to maintain a high level of service.

The website URL where information about the program is available:
http://www.american.edu/hr/Flex-Work-Policy.cfm
Carpool/Vanpool Matching

Responsible Party

Chris O’Brien
Director of Sustainability
Office of Sustainability

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:

Zimride is an elegant system for the AU community to find and share rides. Students and employees are encouraged to use the online system for long distance travel, short trips around town or for a daily commute.

It’s simple. Users sign up and post their travel routes, indicating if they are offering or requesting a ride. Zimride finds other users making similar trips. This system has over 2100 registered users.

The website URL where information about the program is available:

http://zimride.american.edu/
Cash-out of Parking

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:

No

A brief description of the program:

While the university does not pay commuters to cash out of parking spaces, free parking is not available anywhere on campus. All commuters must pay market-based prices to park. Although this policy doesn't fulfill the "letter" of this credit, we believe it is in keeping with the intent of the credit. AU's approach to parking pricing serves as a disincentive to drive to campus, as opposed to using "cash out" as an incentive to stop driving. Cash out is predicated on the notion of pre-existing free parking, which is not offered at AU.

The website URL where information about the program is available:

http://www.american.edu/finance/publicsafety/parking/index.cfm
Carpool Discount

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution offer reduced parking fees for car and van poolers?:
Yes

A brief description of the program:

Carpoolers are charged the equivalent of a part-time parking permit fee rather than a full time parking permit fee. Any group of two or more AU students, staff, or faculty members is eligible to purchase a carpool permit. Up to 4 vehicles may be registered in a carpool. One parking permit is issued per carpool. In the event that a carpool purchases an entire semester of parking, they are billed the part-time Faculty/Staff rate for the 17-week semester.

The website URL where information about the program is available:
http://www.american.edu/finance/publicsafety/parking/Carpool.cfm
Local Housing

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

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

A brief description of the incentives or programs:

In summer of 2012, AU started a Live Near Your Work Program. This program awards grants for down payments and closing costs to staff and faculty living near the university. Grants are determined based on the location and proximity of the purchased home to the university as determined by the DC Office of Planning. AU will be continuing the pilot program through 2014.

The website URL where information about the incentives or programs is available:
http://www.american.edu/hr/LNYW/index.cfm
Prohibiting Idling

Responsible Party

Mark Feist
Assistant Director Grounds, Vehicle Maintenance & Support Services
Facilities Management

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

AU prohibits fleet vehicle idling.

The website URL where information about the policy is available:
https://www.american.edu/loader.cfm?csModule=security/getfile&pageid=1772650
Car Sharing

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:
Zip Cars are available on campus for use by students, faculty, and staff.

The website URL where information about the program, policy, or practice is available:
http://www.american.edu/finance/publicsafety/parking/zipcar.cfm
Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

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Waste Reduction

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

The waste reduction data was tracked by our Zero Waste Coordinator, Helen Lee, for the 2013 calendar year. This does not include waste produced at commercial buildings managed by Auxiliary Services, which have a combination of AU employees and commercial tenants.

Population figures for performance year were calculated using the student headcount as of September 28, 2013 (census date of Academic Data Reference Book), and Faculty/Staff headcount as of December 1st, 2013 (census date from Director of Employee Compensation). As the performance year corresponded to a calendar year, encompassing parts of two different academic years, the headcounts from the more recent academic year were chosen to most accurately reflect the campus population during this period.

Population figures for baseline year were calculated using the student headcount as of October 1, 2005 (census date of Academic Data Reference Book), and Faculty/Staff headcount as of September 30, 2005 (census date from Director of Employee Compensation). As the baseline year corresponded to a calendar year, encompassing parts of two different academic years, the headcounts from the more recent academic year were chosen to most accurately reflect the campus population during this period.

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

Weight of materials recycled, 2005 baseline year :
823.50 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

Weight of materials disposed as garbage, 2005 baseline year :
1,096.35 Tons
Weight of materials recycled, performance year:
1,634.48 Tons

Weight of materials composted, performance year:
681.80 Tons

Weight of materials disposed as garbage, performance year:
1,222.99 Tons

List the start and end dates of the waste reduction performance year:
January 2013 - December 2013

On-campus residents, 2005:
3,363

Non-residential/commuter full-time students, faculty, and staff members, 2005:
7,004

Non-residential/commuter part-time students, faculty, and staff members, 2005:
3,471

On-campus residents, performance year:
3,662

Non-residential/commuter full-time students, faculty, and staff members, performance year:
9,031

Non-residential/commuter part-time students, faculty, and staff members, performance year:
3,452

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
January 2013 - December 2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
Our strategic goals for achieving zero waste include: waste tracking, source reduction, waste diversion, education, communication, and research.
The website URL where information about the institution’s waste reduction initiatives is available:
http://www.american.edu/zerowaste
Waste Diversion

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Data is from calendar year 2013.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

2,316.30 Tons

Materials disposed in a solid waste landfill or incinerator:

1,223 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

In 2010, AU adopted a Zero Waste Policy mandating the creation of a team to develop a plan for reducing and diverting 100% of the university's waste stream. Initiatives that advance our Zero Waste goal include: campus-wide recycling and organics collection, water bottle refill stations to reduce the need for purchasing bottled water, trayless dining venues, re-usable to-go containers, and the exclusion of plastic or paper bags at the campus convenience store and campus book store.
Construction and Demolition Waste Diversion

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

The majority of the data reported in this credit was certified by the Institute for Certification of Sustainable Recyclers (now called the Recycling Certification Institute), a third party program that verifies C&D recycling reports. For more information, visit: www.recyclingcertification.org

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:
1,061.05 Tons

Amount of construction and demolition materials landfilled or incinerated:
50.16 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

The University has a green building policy and a zero waste to landfill and incineration policy.

Grunley tracked C&D waste for Cassell Hall (LEED Gold pending) for LEED documentation. Of 788.49 lbs of waste, 777.16 lbs were recycled and certified by the Recycling Certification Institute.

Coakley Williams tracked C&D waste for 4401 Connecticut Ave. (also LEED Gold pending) for LEED documentation. Of 322.72 lbs of waste, 283.89 were recycled.

Additional 103.43 tons of ongoing C&D waste and scrap metal captured for campus were recycled.
Electronic Waste Recycling Program

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

Students, faculty, and staff can discard old electronics equipment for reuse and/or recycling by e-mailing AUSurplus@american.edu

. Both personal and University-owned electronics are accepted from any student, faculty, or staff member. Cell phone collection bins are also located in common areas around campus to facilitate the easy recycling of this common electronic waste.

For AU-owned electronics, the equipment brand name, model number, serial number, and AU inventory bar code number is provided so the Department of Procurement and Contracts and OIT can update the University’s inventory. The OIT Asset Management team will pick up computers and decide whether to reuse or recycle the equipment. Data is wiped from hard drives and then it is either redeployed or sent to our contractor, 2nd Solutions, for recycling.
Accepted electronics items include: Audio/Visual Equipment, Bar Coding Equipment, Calculators, Cameras, CD ROM Drives, Cell Phones (including batteries, battery chargers and wall chargers), Circuit Boards, Communications Systems, Computer equipment, Connectors, CRTs, Fax Machines, Hard/Floppy Drives, Laptops (including batteries, battery chargers and wall chargers), Mainframes/Servers, memory, Microfiche Readers, Modems, Monitors, Motherboards, Network/Video/Sound Cards, PDAs (including batteries, battery chargers and wall chargers), Plotter/Copiers, Power Supplies, Printers, Scrap Computer Metal, Scrap, Computer Plastic, Scrap Copper, Tape Drives, Televisions, and Test Equipment.

Equipment that the University does not reuse internally is collected by 2nd Solutions, a company American University has contracted with who specializes in electronics waste management. 2nd Solutions attempts to reuse equipment as a first priority, and recycle as a last resort.

A brief description of the electronic waste recycling program for institution-generated materials:

Students, faculty, and staff can discard old electronics equipment for reuse and/or recycling by e-mailing AUSurplus@american.edu

Both personal and University-owned electronics are accepted from any student, faculty, or staff member. Cell phone collection bins are also located in common areas around campus to facilitate the easy recycling of this common electronic waste.

A brief description of the electronic waste recycling program for student-generated materials:

Students, faculty, and staff can discard old electronics equipment for reuse and/or recycling by e-mailing AUSurplus@american.edu

Both personal and University-owned electronics are accepted from any student, faculty, or staff member. Cell phone collection bins are also located in common areas around campus to facilitate the easy recycling of this common electronic waste. AU also holds personal e-waste drives several times a year and invites students, faculty, and staff to responsibly dispose of e-waste on campus.

The website URL where information about the e-waste recycling program is available:
http://www.american.edu/finance/news/An-Environmentally-Friendly-Solution-To-Discard-Old-Electronics-Equipment.cfm
Hazardous Waste Management

Responsibility Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Submission Note:

The only written policy we have for hazardous waste is in the Chemical Hygiene Plan and that only covers laboratory waste.

"---" 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:

All hazardous, universal, radioactive, biowaste, and other chemical wastes are tracked and overseen by the Risk Management and Environmental Health and Safety department.

Hazardous waste is reduced in labs through the use of a chemical inventory system which labels and codes all incoming chemicals assuring that excess chemicals are not purchased, additional chemicals are not brought to campus unnecessarily, and that chemicals are not disposed of when they could be used elsewhere.

Universal waste is reduced by the facilities staff by finding new, less toxic replacements for traditional products such as green tipped fluorescent bulbs.

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

Hazardous waste is managed in accordance with U. S. EPA Hazardous Waste Regulations (40 CFR, Parts 260 through 272) and District of Columbia Hazardous Waste Regulations.

When using chemicals or hazardous materials at American University, faculty, staff, and students are expected to follow all appropriate regulations and university policies. Once any laboratory chemicals or hazardous materials have been used, all waste must be disposed of properly in accordance with the Chemical Hygiene Plan Waste Management Procedures which can be viewed at
Universal waste batteries and fluorescent bulbs are collected and recycled with a contractor, Corporate Lamp Recycling.

The website URL where information about hazardous materials management is available:
http://www.american.edu/finance/rmehs/Chemical-Hygiene-Plan.cfm
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:
Yes

A brief description of the program:
The university reuses and recycles surplus furniture by partnering with several area surplus and reuse centers.

The website URL where information about the program is available:
http://www.american.edu/finance/sustainability/Waste.cfm
Limiting Printing

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:
Black and white printing is $0.10 per page and color printing is $1.00 per page. Double sided printing is the default in the library and computer labs on campus.

The website URL where information about the program, policy, or practice is available:
http://bender.library.american.edu/print/faqs/
Materials Online

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:
Yes

A brief description of the practice:
To reduce the amount of paper used, New Student Programs has eliminated the thousands of informational fliers it previously distributed to freshmen, in favor of a digital CD format. The campus directory is available online and campus members may opt not to receive a print copy of the annual update.

The website URL where information about the practice is available:
http://www.american.edu/ocl/orientation/Orientation-is-Green.cfm
Chemical Reuse Inventory

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:
The chemistry and biology department, along with some areas of the physics and psychology departments, maintain a chemical inventory system in order that faculty does not order excess chemicals that already exist, and chemicals no longer needed can be re-purposed by other staff.

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party

Helen Lee
Sustainability Programs Intern
Office of Sustainability

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:

First year students are advised to pack items in reusable storage bins and to use clothes, towels, or newspaper in lieu of polystyrene packing peanuts when moving to campus.

Extra bins for cardboard recycling are provided during move-in to divert the extra waste that is generated during move-in.

The website URL where information about the program is available:
http://www.american.edu/ocl/housing/whattobring.cfm
Move-Out Waste Reduction

Responsible Party

Helen Lee
Sustainabiliy Programs Intern
Office of Sustainability

Submission Note:

Historically, AU has hosted a community sale with donated items from Move-Out:
http://www.american.edu/ocl/housing/projectmoveout.cfm

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:

Facilities Management, Office of Sustainability, and Housing and Dining coordinate a move-out program in the residence halls each spring. Non-perishable foods and used clothing are donated to non-profits.

The website URL where information about the program is available:
---
Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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Water Consumption

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

Criteria
Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

Submission Note:

Population varies slightly from other FY 2013 credits (e.g. OP-5) because it includes 360 new on-campus residence beds being built in Cassell Hall and 150 beds in Nebraska Hall which will open in fall 2013. Water used in the construction of the buildings throughout the performance year is included in FY 2013 total water consumption.

Water consumption for auxiliary properties was included in this report. However, that data is not available for FY 2006 to establish a baseline. So, water consumption data for Auxiliary properties was taken from FY 2010 - FY 2013 and averaged. This average was added to the FY 2006 baseline. Current auxiliary occupancy (344 FTE) was also added to FY 2006 baseline and FY 2013 performance.

Population figures for performance year were calculated using the student headcount as of September 28, 2013 (census date of Academic Data Reference Book), and Faculty/Staff headcount as of December 1st, 2013 (census date from Director of Employee Compensation). Population figures for baseline year were calculated using the student headcount as of October 1, 2005 (census date of Academic Data Reference Book), and Faculty/Staff headcount as of September 30, 2005 (census date from Director of Employee Compensation). 344 full-time occupants of university-owned leased commercial spaces were added to the full-time, non-residential figure for both the baseline and performance year.

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

Water consumption, 2005 baseline year:
124,148,668 Gallons

Water consumption, performance year:
121,998,828 Gallons

List the start and end dates of the water consumption performance year:
May 2012 - Apr 2013 (FY 2013)
On-campus residents, 2005:
3,363

Non-residential/commuter full-time students, faculty, and staff members, 2005:
7,772

Non-residential/commuter part-time students, faculty, and staff members, 2005:
3,471

On-campus residents, performance year:
3,662

Non-residential/commuter full-time students, faculty, and staff members, performance year:
9,375

Non-residential/commuter part-time students, faculty, and staff members, performance year:
3,452

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
Fiscal Year 2013

Indication of whether institution has a stated commitment to water use reduction goals:
---

A brief description of the plan of action to achieve water use reduction goals:
---

The website URL where information about the institution’s water conservation initiatives is available:
http://www.american.edu/finance/sustainability/Water.cfm
**Stormwater Management**

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**Responsible Party**

Emily Curley  
Sustainability Coordinator  
Sustainability

---

**Criteria**

**Part 1**

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

**Part 2**

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

---

**Submission Note:**

Most of these stormwater management practices are highlighted on our sustainability tour map:

http://www.american.edu/finance/sustainability/map.cfm

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

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**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects?**

Yes
Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations?:
Yes

A brief description of the institution's stormwater management initiatives:

1. A cistern on the roof of the School of International Service (SIS) collects water for flushing toilets within the building.
2. Two bioretention ponds at SIS collect and slow stormwater runoff on either side of the building before filtering it and ultimately allowing excess water to enter the stormwater system through a Bay Saver.
3. Green roofs now span 8 buildings.
4. A rain garden in front of the Kogod Building captures run-off rain water and uses a Bay Saver. A rain garden outside of the Centennial Parking garage captures runoff. Parking has been removed between Clark and Roper Halls and replaced with rain gardens.
5. Pervious pavement is installed in a test area on the main campus near Kay Spiritual Center.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:
http://www.american.edu/finance/sustainability/Water.cfm

Does the institution have a living or vegetated roof?:
Yes

A brief description of the institution's living or vegetated roof:
American University has over 40,000 square feet of green roofs spanning eight university buildings.

Does the institution have porous paving?:
Yes

A brief description of the institution's porous paving:
A test is underway with porous paving near the Kay Spiritual Center.

Does the institution have retention ponds?:
Yes

A brief description of the institution's retention ponds:
Two bioretention ponds flank the School of International Service.

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Four stone swales: two flanking School of International Service, one behind Roper Hall, and one in front of the Kogod School of Business.

Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:

All four of the above also include vegetation.

Does the institution employ any other technologies or strategies for stormwater management?:
---

A brief description of other technologies or strategies for stormwater management employed:

School of International Service building collects all rainwater from roof and stores in a cistern used as graywater (toilet flushing) in the building.
Waterless Urinals

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

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

Does the institution use at least one waterless urinal?:
Yes

A brief description of the technology employed:
The School of International Service has 9 waterless urinals.

The website URL where information about the technology is available:
---
Building Water Metering

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
Several campus buildings have building-level water metering including: Clark, Roper, Gray, McCabe, Katzen, Nebraska Hall, and the School of International Service.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
http://www.american.edu/finance/sustainability/Energy.cfm
Non-Potable Water Usage

Responsible Party
Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
The School of International Service (LEED Gold designed) collects approximately 66,000 gallons of rain water for use in fire suppression and toilets. The building also uses low-flow water faucet fixtures, dual flush toilets, waterless urinals, low-flow showers, and low-flow kitchen sinks.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
http://www.american.edu/finance/sustainability/Water.cfm
**Xeriscaping**

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**Responsible Party**

Emily Curley  
Sustainability Coordinator  
Sustainability

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:**

Yes

**A brief description of the program or practice:**

The university uses xersicaping to reduce consumption of water for irrigation. We routinely select native and adaptive species for landscaping on campus. The School of International Service was designed to use no artificial irrigation after the plant establishment phase. With this in mind, plants were mainly chosen with low water requirements. Plants chosen for green roofs are also drought tolerant. Drought tolerant plants are also fire resistant. The majority of AU's plants in the campus arboretum are also "fire-smart."

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

http://www.american.edu/finance/sustainability/Water.cfm
Weather-Informed Irrigation

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:

Yes

A brief description of how weather data or sensors are used:

The university has a weather station near the soccer field that sends daily reports to a central irrigation system, Maxicom, including rainfall, evapotranspiration rate (ET), temperature, wind, and other data. The Maxicom system adjusts the amount of water for irrigation based on this data. If there is something suspicious with the irrigation - (ex. excessive water flow in a certain zone) the system alerts a grounds operator who is dispatched to the field to correct the issue (repair/replace flow heads, pipes, etc). The campus is divided into 600 irrigation zones. Data is collected for each zone and the irrigation zones are tailored to this data.

Additionally, rain cans are used to measure rain. Using these rain cans, irrigation can be completely turned off when there is sufficient rain fall. The system also takes plant types in the zones into consideration since plants have different water requirements. Additionally, visual observation by the grounds keeping crew helps identify problems and trigger corrective actions.

The School of International Service is landscaped to entirely eliminate the need for irrigation.

The website URL where information about the practice is available:

http://www.american.edu/finance/sustainability/Water.cfm
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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</table>
Sustainability Coordination

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The Sustainability Project Team, comprised of AU students, faculty and staff representatives, is charged with guiding development and implementation of a Sustainability Plan, implementing the existing Climate Action Plan and Sustainability Policies, and developing future sustainability policies and programs.

Members of the committee, including affiliations:

For the 2013-2014 academic year, the team includes:

Co-Chairs:
David Dower, Assistant Vice President, Planning & Project Management
Peter Starr, Dean College of Arts and Sciences

Provost
David Hunter, Washington College of Law
Kiho Kim, Environmental Science
Dan Fiorino, School of Public Affairs
Dan Jacobs, Kogod School of Business
Rene Kauder, Kogod, Administrative Services Manager
Anna Olsson, Center for Teaching, Research and Learning
The website URL where information about the sustainability committee is available:
http://www.american.edu/finance/sustainability/SustainabilityTeam.cfm

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Office of Sustainability celebrates the abundance of nature by building a campus community of educated leaders who work to clean air and water, cool the atmosphere, and produce fertile land and habitat.

The number of people employed in the sustainability office:
3

The website URL where information about the sustainability office is available:
http://www.american.edu/finance/sustainability/

Does the institution have a sustainability coordinator?:
Yes
Sustainability coordinator's name:
Chris O'Brien

Sustainability coordinator's position title:
Director of Sustainability

A brief description of the sustainability coordinator’s position:
Charged with developing, implementing and tracking a sustainability plan and a climate plan.

The website URL where information about the sustainability coordinator is available:
http://www.american.edu/sustainability
Strategic Plan

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:
2,009

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:
Goal number seven of the transformational goals is to act on our values through social responsibility and service. Part of this goal is "an active pursuit of sustainability."

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:
Goal number seven of the plan is to act on our values through social responsibility and service.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability?
at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

Goal number five of the transformational goals is to reflect and value diversity. Part of this goal is to provide increased financial support for academics, internships, and study abroad experiences to high achieving low-income students. Additionally, goal number one of the enabling goals is to diversify our revenue sources. The aim for this goal is to “maintain our financial sustainability for the future.”

The website URL where information about the strategic plan is available:
Physical Campus Plan

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

From AU’s 2011-2020 Campus Plan

"American University long-standing commitment to preserve our environment was reinforced by a Strategic Plan goal. A Climate Action Plan solidifies this commitment and targets carbon neutrality by 2020 – an ambitious goal that AU embraces. The university will employ four strategies to achieve neutrality: reduce consumption, produce renewable energy, buy green power, and buy/develop offsets for unavoidable emissions. Additionally, the university has:

• Cut its carbon emissions in half by purchasing renewable energy credits for 100% of its electricity, making AU the sixth largest buyer of renewable energy in higher education,
• Adopted a Green Building Policy that mandates that new construction, major renovations, and operations and maintenance conform to LEED Silver standards or better;
• Instituted a Sustainable Purchasing Policy which mandates the creation of sustainable purchasing guidelines for a wide range of products, including emissions-reducing products, such as those rated to ENERGY STAR standards,
• Adopted a Zero Waste Policy, establishing waste reduction and diversion benchmarks, with a long-term goal of achieving zero waste,
• Completed a new School of International Service building which is LEED Gold certified,
• Installed seven green roofs
• Installed solar hot water and photovoltaic solar panels on one building, with six more planned in 2011, and
• Continued its commitment to reducing vehicle trips to the campus by providing excellent bus service, car share, ride share, and bike share programs, and launched a staff benefit for bicycle commuters."
• Switched the fuel in the shuttle buses to B20 biodiesel

The year the physical campus plan was developed or adopted:
2,011

The website URL where the physical campus plan is available:
Sustainability Plan

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The Office of Sustainability lead the development of AU’s first comprehensive Sustainability Plan in collaboration with the Sustainability Project Team. The team is comprised of students, faculty and staff.

A brief description of the plan’s measurable goals:

The plan reviews achievements and sets goals for research and education, operations and communications. A few of the plan's many goals are: achieving carbon neutrality by 2020; Zero Waste by 2015; 25 existing buildings certified to LEED by 2020.

A brief description of how progress in meeting the plan’s goals is measured:

The carbon plan (published May 2010) and zero waste plan (draft 2011 plan) have benchmarks to meet on the way to zero.

The website URL where more information about the sustainability plan is available:

http://www.american.edu/sustainabilityplan

The year the plan was developed or last updated:

2,013
Climate Action Plan

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

See our carbon neutrality plan for more information
http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=1812784

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
Yes

A brief summary of the climate plan’s long-term goals:

Carbon neutral by 2020.

A brief summary of the climate plan’s short-term goals:

Adopted Tangible Actions:

1. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.

Yes: Green building policy is in effect. To access policy:

http://www.american.edu/policies/upload/Green-Building-Policy.pdf
2. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.

Yes: Sustainable purchasing policy is in effect. Policy can be accessed at:

http://www.american.edu/policies/upload/Sustainable-Purchasing-Policy.pdf

For specific language documenting the requirement of purchase of EnergySTAR rated products, see policy addendum.

3. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.

Yes: Proposed policies are in development.

4. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.

Yes: The university operates a free shuttle bus service for students, faculty and staff between three campus locations and DC’s metro train system. The university operates a fleet of vans and offers a car sharing program (Zipcars) to enable student access to community commercial and volunteer opportunities. In addition, the university offers a bicycle lending program and a car pool matching program (Zimride) to support sustainable university commuting.

5. Within one year of signing this document, begin purchasing or producing at least 15% of our institution's electricity consumption from renewable sources.

Yes: The university is currently purchasing renewable energy certificates to offset carbon from 100% of campus electrical use. We also have a steam turbine on campus to utilize waste heat from the university's central steam plant to produce electricity on campus.

6. Participate in the Waste Minimization component of the national RecycleMania competition, and adopt 3 or more associated measures to reduce waste.

Yes: AU participates in the RecycleMania competition. To access RecycleMania profile:

http://recyclemaniacs.org/university_detail08.asp?ID=617

Waste reduction measures include:
- adopting a Zero Waste Policy
- establishing a campus organics collection program
- establishing a campus recycling program
- establishing a campus surplus exchange and reuse system
- promoting inter-office reusable envelopes for campus mail
- replacing paper materials with online alternatives, e.g. new student orientation packet, telephone directory, course catalog, and more
- discouraging unlimited printing in computer labs and copy rooms by charging for copies
- offering discounts for using reusable mugs in campus dining operations
- using bulk condiment dispensers instead of single serving packages in dining operations

Year the climate plan was formally adopted or approved:

2010
An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:

---

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
1,2,3

The reduction level (percentage) institution has committed to:
100

The baseline year the institution used in its GHG emissions commitment:
April 30, 2009

The baseline emissions level institution used in its GHG emissions commitment:
61,321

The target year the institution specified in its GHG emissions commitment:
Jan. 1, 2020

The website URL where information about the climate plan is available:
http://www.american.edu/finance/sustainability/Energy.cfm
Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

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Diversity and Equity Coordination

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

Submission Note:

The number of people employed in the diversity office only counts Center for Diversity employees and not employees of the offices they work with. The profile for Phyllis Peres can be found at http://www.american.edu/cas/faculty/pperes.cfm.

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

Does the institution have a diversity and equity committee?:

No

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

---

Members of the committee, including job titles and affiliations:

---

The website URL where information about the diversity and equity committee is available:

---

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

AU has a Center for Diversity and Inclusion which includes the GLBTA Resource Center, the Office of Multicultural Affairs, and the Women's Resource Center. The CDI also works closely with the Kay Spiritual Life Center, International Student Scholar Services, and...
Disability Services.

The number of people employed in the diversity office:
7

The website URL where information about the diversity and equity office is available:
http://www.american.edu/ocl/cdi/index.cfm

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Phyllis Peres; Beth Muha

Diversity coordinator's position title:
Equal Employment Opportunity (EEO) Officers

A brief description of the diversity coordinator's position:
The university has EEO officers for faculty and staff - Phyllis Peres, Vice Provost for Undergraduate Studies and Dean of Academic Affairs and Beth Muha, Executive Director of HR. Both have the overall responsibilities for EEO matters at the university. There are specific offices that work with the Center for Diversity and Inclusion such as the Office of Multicultural Affairs, Disability Support Services, GLBTA Resource Center, and the Dean of Students that also serve as resources for students on diversity matters.

In addition, all of AU's EEO policies (Affirmative Action Program, EEO Complaint procedures, Sexual Harassment Policy, Discrimination and Discriminatory Harassment Policy, and Americans with Disabilities Act Policy) are in the Staff Manual under Section Two, Employment Policies.

The website URL where information about the diversity and equity coordinator is available:
http://www.american.edu/profiles/staff/bmuha.cfm
Measuring Campus Diversity Culture

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

Submission Note:

Robin Beads
Associate Director, Institutional Research & Assessment, Office of Institutional Research and Assessment
202-885-6156
beads@american.edu

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

The Office of Institutional Research and Assessment organizes major campus survey results by race and ethnicity to help campus decision makers better understand the student experience and inform university planning. Some of these surveys are administered annually and some biannually. Additionally, specific questions about diversity and inclusiveness are asked on our Campus Climate Survey administered to all students every other spring.

AU’s major surveys and administration schedule:

Freshmen Survey - each fall to freshmen
Campus Climate Survey - every other spring to all students
Graduation Census - each fall and spring to Undergrad and Grad students completing their degrees (excluding law students)
National Survey of Student Engagement - every other spring to freshmen and seniors
On the last Campus Climate Survey in Spring 2013, undergraduate students agreed that their views and perspective are treated respectfully by instructors (92%) and other students (83%). Eighty-four percent agree that their courses and program presents perspectives sensitive to issues of diversity. Most undergraduate students agree that the AU community demonstrates an interest in other cultures and global issues (97%).

**Year the assessment was last administered:**

2,013

**A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:**

The Office of Institutional Research and Assessment organizes major campus survey results by race and ethnicity to help campus decision makers better understand the student experience and inform university planning.

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

http://www.american.edu/provost/oira/surveys.cfm
Support Programs for Underrepresented Groups

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

Non-discrimination Policy:
http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=684026

GLBTA Resource Center:
http://www.american.edu/ocl/glbta/index.cfm

ISSS Awards:
http://www.american.edu/ocl/isss/staff-awards.cfm

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

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

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

Number 5 of American University's ten strategic goals is to "reflect and value diversity." Accordingly, the university supports several programs within the student body:

- Gay, Lesbian, Bisexual, Transgender & Ally Resource Center: AU has a GLBTA center with two full-time and six student staff members that works to strengthen and sustain an inclusive campus community that welcomes people of all sexual orientations and gender identities by providing support, educational resources, and advocacy.

The Safe Space Sticker Program seeks to create a safer and more inclusive campus environment for all members of the campus community by reducing heterosexism, homophobia, and transphobia. Through the training program and the display of Safe Space stickers the program creates a visible and supportive network of gay, lesbian, bisexual, transgender, and ally members of the campus community.
Multiethnic Studies is an interdisciplinary program that offers a broad course of study of ethnicity in the United States and the larger world. To meet the challenges and opportunities of diversity in an increasingly multicultural and multiethnic society, the program provides students with an understanding of the rich history of ethnic and racial diversity from multiple perspectives. The minor helps students prepare for an increasingly diversified workplace and a globalized economy by encouraging them to develop an awareness of and appreciation for their ethnic experiences as part of the greater human experience.

The mission of Disability Support Services (DSS) is to ensure that students with physical, medical, or psychological disabilities have equal access to university programs and services. DSS provides or coordinates a range of services and accommodations that meet the individual needs of a student based on the impact of the specific disability.

The Washington Internships for Native Students (WINS) offers students of sovereign American Indian, Alaska Native, and Native Hawaiian (AI/AN/NH) nations the opportunity to build leadership skills while living, studying, and interning in Washington, DC. Developed in response to the White House Initiative on American Indians and Alaska Natives, this enriching program offers qualified students full scholarships funded by American University and sponsoring organizations. Participating students will gain professional work experience through interning at a federal agency or private firm, take courses focusing on Native American public policy concerns, and enjoy engaging social and cultural extra-curricular activities.

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

- The GLBTA Faculty Staff Network is an informal group coordinated by the GLBTA Resource Center that gives faculty and staff opportunities for social interaction, academic engagement, and advocacy. The group meets monthly for lunches and also has a GLBT Host Program.

- The non-discrimination policy prohibits discrimination and discriminatory harassment on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, disability, and any other bases under federal or local law.

- Same sex domestic partners are covered by employee medical, dental, tuition remission, life and accident insurance benefits. Employees may take FMLA leave for the care of their partner. Transgender medical benefits for our faculty and staff include psychological and hormone therapy.

- The International Student & Scholar Services gives staff awards to recognize outstanding work in diversity issues.

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

- The GLBTA Faculty Staff Network is an informal group coordinated by the GLBTA Resource Center that gives faculty and staff opportunities for social interaction, academic engagement, and advocacy. The group meets monthly for lunches and also has a GLBT Host Program.

- Non-discrimination policy prohibits discrimination and discriminatory harassment on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, disability, and any other bases under federal or local law.

- Same sex domestic partners are covered by employee medical, dental, tuition remission, life and accident insurance benefits. Employees may take FMLA leave for the care of their partner. Transgender medical benefits for our faculty and staff include psychological and hormone therapy.

- Several training courses are offered by the university to support professional development in "Building Commitment to Diversity and Inclusion" and employees can earn a certificate in this area. Courses offered include Exploring Intercultural Communication, Generations
in the Workplace, and the Safe Space Sticker Program which has a goal of building a support network among AU’s straight and GLBT communities and foster a more inclusive environment.

The website URL where more information about the programs in each of the three categories is available:

http://www.american.edu/ocl/cdi/
Support Programs for Future Faculty

Responsible Party
Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

Submission Note:

Greenberg Seminars:
Naomi Baron
Executive Director, Center for Teaching Research and Learning
202-885-2455
nbaron@american.edu

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:
Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

- The Center for Teaching, Research, and Learning coordinates the Greenberg Seminars for Effective Teaching. The program is a three-year effort that invites PhD candidates to participate in various sessions designed to prepare them for their eventual role as a faculty member. It includes role playing exercises, syllabus design, career advice and practice job interviews. The sessions are lead by six of AU's finest faculty from across the campus.

The website URL where more information about the program(s) is available:
http://www.american.edu/ctrl/greenbergseminars.cfm
Affordability and Access Programs

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

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

A brief description of the institution’s participation in federal TRIO programs:
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A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:
Through targeted awarding practices the financial aid office is able to assist low income students and families in defraying the cost of an AU education. Possible help includes federal grants, AU grants, and scholarships.

www.american.edu/financialaid
A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Human Resources offers a training titled "Valuing Diversity": The differences people bring to the workplace can promote tremendous creativity and innovation. Those same differences, however, also can contribute to misunderstandings as we bump up against each other with our different styles and work ethics. This course creates awareness of how to recognize and appreciate differences leading to more options and better problem solving.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

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

The Vice Provost for Graduate Studies and Research has graduate assistantship programs for masters and PhD students for underrepresented minorities. One is the "Hall of Nations" which specifically supports international students; another is the "Special Opportunity Program" which supports minority students from the US. http://www.american.edu/spa/admissions/tuition.cfm

The Frederick Douglass Scholarship

http://www.american.edu/financialaid/fdsprogram.cfm

The Scholarship promotes educational access and opportunity while enhancing educational diversity. Bringing together the best of AU—academic excellence, leadership development and international engagement—Frederick Douglass Scholars inspire, encourage and expect high achievement. Together, they are AU’s premier academic community for enterprising students dedicated to careers in social justice and improving under-resourced, underserved communities around the world.

Currently, ten students are attending the university as Frederick Douglass Distinguished Scholars. The scholarship provides full tuition, room and board and is renewable for a total of four years of undergraduate study, provided scholars satisfy academic performance requirements.

Preference is given to first-generation students as well as those from diverse ethnic, cultural and socioeconomic backgrounds.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

---

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:
Admission and Financial Aid participate in school visits and present financial aid workshops to local DC public Schools such as SEED Public Charter School.

A brief description of the institution’s other admissions policies and programs:

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A brief description of the institution’s other financial aid policies or programs:

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A brief description of the institution’s other policies and programs not covered above:

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The website URL where information about programs in each of the areas listed above is available:

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Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?

Yes

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

Gender neutral housing is available in Centennial, Cassell, Nebraska, and Roper Hall, as well as the AU owned Berkshire apartments and the McDowell Suites. All of these same housing options provide gender neutral bathrooms. Three traditional dorms: Roper, Clark, and Letts also provide gender neutral bathrooms. Six out of eleven campus housing options provide gender neutral housing and nine out of eleven campus housing options provide gender neutral bathrooms (http://www.american.edu/ocl/cdi/Gender-Neutral-Restrooms.cfm).

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

http://www.american.edu/ocl/cdi/Housing-Options.cfm
Employee Training Opportunities

**Responsible Party**

Chris O'Brien  
Director of Sustainability  
Office of Sustainability

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**Submission Note:**

**Additional resources:**

- [http://www.american.edu/training/new.cfm](http://www.american.edu/training/new.cfm)
- [http://www.american.edu/training/managers.cfm](http://www.american.edu/training/managers.cfm)
- [http://www.american.edu/ocl/cdi/](http://www.american.edu/ocl/cdi/)

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

**Does the institution make cultural competence trainings and activities available to all employees?:**

Yes

**A brief description of the cultural competence trainings and activities:**

AU offers various opportunities for cultural competence opportunities available to all AU employees in the form of stand-alone workshops, trainings, as well as certificate programs that include a set of workshops. See below for a brief description.

Staff Orientation (Mandatory)  
a. During the staff orientation, new staff members will receive information about the history and culture of AU, university policies and procedures, benefits, payroll, and training. A campus tour designed specifically for staff members is also be included, as is an orientation to technology at AU.

Service-related  
a. Creating a Service culture  
This program examines the role of managers in creating and supporting American University's commitment to service. It is designed to help organizational leaders identify barriers to service excellence and to provide them with five leader practices to create a service culture. This is a four-hour program for supervisors of service providers.

b. Service Plus  
This course is the foundation for AU's Service Excellence Program. Learn about the Service Success Loop and strategies for creating strong service-client relationships in a student-centered environment. Also learn how to deal with dissatisfied clients and communicate under challenging circumstances.
Building Commitment to Diversity and Inclusion Certificate

a. The Safe Space Program seeks to create a safer and more inclusive campus environment for all members of the campus community by reducing heterosexism, homophobia, and transphobia. The Center for Diversity and Inclusion offers three different LGBTQ specific workshops. They are the Safe Space Workshop, the Trans 101 workshop, and the Safe Space 2.0 continuing education sessions.

b. Generations in the Workplace: Veterans, Baby Boomers, Gen Xers, and Millennials—groups whose birth years span eight decades—bring unique values, histories, and attitudes to the office, which can sometimes result in a clash of work styles. Thirty-something employees might bemoan the meetings favored by Boomers, while Veterans might not get younger workers’ predilection for telecommuting from their neighborhood Starbucks. Through this workshop, ask questions of the people you work with, start a conversation around these generational issues.

c. Exploring Intercultural Communication
This workshop explores the impact of culture on our work lives and in our day-to-day communications with one another. In this session, participants will learn fundamental concepts related to intercultural communication, discuss examples of how these concepts demonstrate themselves in the workplace, and identify barriers to communication and ways to overcome those barriers.

d. Valuing Diversity and Inclusion
The differences people bring to the workplace can promote tremendous creativity and innovation. Those same differences, however, also can contribute to misunderstandings as we bump up against each other with our different styles and work ethics. This course creates awareness of how to recognize and appreciate differences leading to more options and better problem solving.

The website URL where information about the trainings and activities are available:
http://www.american.edu/training/upload/HR-Training-Catalog-Professional-Development-and-Wellness-Courses-for-Employees.pdf
Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:

Available to all students:

I. Safe Space Sticker Workshop: The Safe Space Program seeks to create a safer and more inclusive campus environment for all members of the campus community by reducing heterosexism, homophobia, and transphobia. Through the training program and the display of Safe Space placards & buttons the program creates a visible and supportive network of gay, lesbian, bisexual, transgender, and ally members of the campus community who have basic knowledge about issues of sexual orientation and gender identity and are able to provide support and referrals to members of the campus community.

II. Trans 101: The Trans 101 training will provide students with information and tools to work with transgender people including a review of gender/gender identity/gender expression, an overview of current issues facing the trans community, and effective ally behaviors.

III. Rainbow Speakers Bureau: Since its inception in 1994, the Speakers Bureau has brought LGBTQ educational opportunities to the AU campus and community. The panels are flexible and will be designed to meet the needs of your class or organization, but all work on four basic principles: providing information; combating homophobia; creating visibility for the LGBTQ resources on campus; and communicating through dialogue and personal contact. Some major topics that have been covered by the Speakers Bureau include coming out, harassment and violence towards the LGBTQ community, homophobia, stereotypes, and social and cultural constructions of sexuality.

IV. Dialogue Development Group: DG is an intergroup dialogue program that brings together diverse undergraduate and graduate students to delve deeper into topics such as race, gender, interfaith, and more. Since its founding in 2005, there have been over 50 dialogue groups and hundreds of student participants who have a variety of identities and nationalities. Through seven-week facilitated groups, short-term dialogues, events, consulting, and training services, DDG offers AU's campus community the unique opportunity and experience to engage in a deeper kind of dialogue.

Targeted at International Students:
I. TALK: A voluntary 8-week program which brings groups of U.S. and international students together and engages them in informal, facilitated conversations about culture and intercultural communication. Through experience-based learning activities, participants discover the impact of culture on their daily lives, especially their interpersonal relationships with others.

II. Intercultural programs
a. International Student Leadership Team: Participate in leadership and program implementation focusing on international students and issues

III International Student Orientations

The website URL where information about the trainings and activities are available:

http://www.american.edu/ocl/cdi/index.cfm
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

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Sustainable Compensation

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors):
1,605

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
1,605

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

The following memo was issued on August 21, 2013, updating the university's wage policy.

TO: Deans, Directors and Department Heads
FROM: Beth Muha, Assistant VP of Human Resources
DATE: August 21, 2013
SUBJECT: Updates To Wage and Benefits Policies
We are pleased to announce that this fall, American University will update its wage and benefits policies for its lowest paid workers. As part of American University’s continued commitment to social responsibility, the university will increase its base wage, often referred to as a “living wage,” and increase the salary cut-off for an additional medical plan subsidy.

The increase in the base wage continues the university’s practice started in 2002 that calls for a minimum hourly wage that assures that even the lowest paid employees of our campus community can live decently within the economic structure of the greater Washington, DC geographic region.

Effective September 1, 2013, AU’s base wage will increase from $12.50 to $14.15 per hour, and increase again to $14.45 per hour, effective September 2014. The rates compare favorably with the living wage policies established by other local universities and municipalities. AU’s policy covers all full-time, non-union, staff employees of the university, as well as employees of multi-year service contracts and persons employed regularly on campus (except first-year Dining Services or entry-level Housekeeping Services employees). Future changes to base wages will depend on factors described in the Wage Policy.

The university also will increase the salary cut-off for the additional medical plan subsidy that it provides to its lowest paid employees. Currently, full-time AU employees earning $25,000 or less per year pay 5 percent of the total cost of individual coverage with either Kaiser or CareFirst, compared to 20 percent charged to higher paid employees. Effective January 1, 2014, the cut-off for additional subsidy will increase to $35,000 per year, thereby covering additional lower paid workers.

The changes to AU’s wage and benefits policies not only ensure that the university continues its long-standing commitment to social responsibility, but help to continue to attract and retain the best staff possible.

For more information on the updates to the wage and benefits policies, contact compensation@american.edu

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:
2,013

The website URL where information about the institution’s compensation policies and practices is available:
http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2011053
Employee Satisfaction Evaluation

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

The Office of Finance and Treasurer administered their customer satisfaction survey in 2013, and the Human Resources’ climate and engagement survey and benefits satisfaction survey, are administered on an annual and biennial basis, respectively.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

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

The department of Human Resources administers a customer satisfaction survey every two years to gauge employee satisfaction with HR administration, a benefits satisfaction survey each year to assess satisfaction with employee benefits, and a climate and engagement survey which measures engagement in innovation, diversity, and how much employees feel supported in those activities.

The year the employee satisfaction evaluation was last administered:

2013

The website URL where information about the institution’s employee satisfaction evaluation process is available:

---
Staff Professional Development in Sustainability

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:
Yes

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

The Office of Sustainability hosts monthly trainings, open to all staff to learn green practices.

The Green Office (GO!) program, through which these trainings are coordinated, is listed in the professional development training catalog distributed by Human Resources to all staff members as a professional development opportunity.

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

http://www.american.edu/finance/sustainability/Green-Office.cfm
Sustainability in New Employee Orientation

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

An overview of the University’s commitment to and policies regarding sustainability is included in all new-staff orientation. Additional information about specific sustainability topics are also included: information about public transportation including metro, bus, Zipcar, and Zimride; bicycle commuter benefit; Money Network Service which replaced majority of paper paychecks; sustainable food choices including the campus CSA, farmers market, and community garden; a tour of campus also includes sustainability highlights.

The orientation itself has also implemented sustainability. All new hires are provided with binders, and both the binders and all materials within them are 100% recyclable and made from recycled materials. The binders also consolidate many individual handouts into one piece, so it helps by eliminating paper. Benefits vendor information and handouts are now “a la carte” so new staff are only collecting the materials they want rather than excess materials they don’t need or want. Other handouts at orientation include reusable grocery bags and a travel mug/cup to use.

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

Submission Note:

The total number of employees correspond to the Fall 2013 semester, and is accurate as of December 1st, 2013 based on employee compensation records. Data for total employees was provided by the Director of Employee Compensation. The number of employees reached by the Green Office program was tallied by the Office of Sustainability and is accurate as of January 29, 2014. The number of faculty participating in the Green Teaching program was provided by the Center for Teaching, Research, and Learning and is accurate as of January 22, 2014.

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

Total number of people employed by the institution:
3,328

Program name (1st program) :
Green Office (GO!) program

Number of employees served by the program (1st program):
951

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

Each office or department selects a Green Office Liaison who attends monthly training sessions, distributes a monthly newsletter, and conducts monthly activities in the office such as hands-on waste/energy audits and sustainable food demos. Liaisons serve for the entirety of the academic year. Some self-nominate, while others are selected by department or office heads.

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

The liaisons attend monthly training sessions where they learn about sustainability topics incorporated in the program, and outreach techniques to facilitate behavior change in their offices.
A brief description of the staff and/or other financial support the institution provides to the program (1st program):

The Sustainability Coordinator oversees the Green Office program. Incentives and awards are provided to participants, including a dedicated tree planting in April for the office with the highest number of green "actions" taken in that year. Actions are tallied using the AsustainableU online tool:

http://www.american.edu/asustainableu

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

http://www.american.edu/greenoffice

Program name (2nd program):

Green Teaching Program

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

127

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

Faculty are encouraged to apply to register their courses for the program through advertisements at the Ann Ferren Teaching Conference and frequent postings on university mailing lists and newsletters.

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

Faculty are provided resources from the Center for Teaching, Research, and Learning on how to green their course materials. They can earn between 1 and 4 "green apples", and upon completing a certain number of sustainability criteria, they can place a logo representing the number of apples they earned directly onto their course syllabus. They also receive a water bottle, lunchbox, or similar branded item that encourages sustainability and promotes the program.

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

Staff resources from the Center for Teaching, Research, and Learning are dedicated to this program.

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

http://www.american.edu/ctrl/green.cfm

Program name(s) (all other programs):

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Number of employees served by the program(s) (all other programs):
A brief description of how the employee educators are selected (all other programs):

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

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

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The website URL where information about the program(s) is available (all other programs):

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**Childcare**

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**Responsible Party**

Emily Curley  
Sustainability Coordinator  
Sustainability

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

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

Yes

A brief description of the child care program, policy, or practice:

The Child Development Center serves the AU Community by: providing an opportunity for the primary family caregiver to pursue a university education; supporting the family unit through child care for the university community; providing an educational experience for university students interested in young children and parenting; and offering an educational program for approximately thirty children, ages 2 and a half to 6 years.

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

http://www.american.edu/hr/cdc.cfm
Employee Wellness Program

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

AhealthyU, AU’s Faculty & Staff Wellness Program offers a wide range of assistance for physical, emotional, social, intellectual, spiritual, environmental, and occupational wellness.

A few of the many programs include: Weight Watchers at Work; farmers market and local CSA; brown bag wellness workshop series; know your numbers screening events; personal health assessments; on-site wellness coaches; seated massage; a living well newsletter; discounted gym memberships; and many others.

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

http://www.american.edu/hr/Wellness.cfm
Socially Responsible Retirement Plan

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Submission Note:

Link to TIAA-CREF socially responsible investing

Link to Fidelity's Select Environment and Alternative Energy Portfolio:
https://fundresearch.fidelity.com/mutual-funds/summary/316390574

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

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

Yes

A brief description of the socially responsible investment option for retirement plans:

The University provides the option for employees to enroll in TIAA-CREF and/or Fidelity Investments. Both plans have options for socially responsible investing:

TIAA-CREF:
- Social Choice Equity Fund (012): "investing in companies whose activities are consistent with the funds' social criteria."

Fidelity:
Provides the option to invest in many "specialty funds" including a "Select Environment and Alternative Energy Portfolio" "Investing primarily in companies engaged in business activities related to alternative and renewable energy, energy efficiency, pollution control, water infrastructure, waste and recycling technologies, or other environmental support services. Normally investing at least 80% of assets in securities of companies principally engaged in these activities. Normally investing primarily in common stocks. Investing in domestic and foreign issuers."

The website URL where information about the program, policy, or practice is available:
https://my.american.edu/hr/pdf/Benefits%20For%20a%20Healthy%20Life.pdf
This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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</table>
Committee on Investor Responsibility

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:
Yes

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

From AU Board of Trustees report on Nov. 18, 2013:
"Among the topics discussed at both the full board meeting and at the town hall was that of socially responsible investing, which is an important issue being debated on campuses nationwide. To follow up the previous request by the board, an advisory committee on socially responsible investing is being created through the Office of the CFO, Vice President and Treasurer to advise the university regarding ethical, social, and environmental issues that might influence the management of AU’s endowment. The committee will be advisory in nature, and will have nine voting members, including four students, three faculty, one staff, and one alumni member. Appointments will be made and the first meeting convened before the end of the semester."

Members of the CIR, including affiliations:

The committee "will have nine voting members, including four students, three faculty, one staff, and one alumni member."
Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

---
Shareholder Advocacy

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

Submission Note:

Link to statement on investments in Burma

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years: 

Resolution on Investments in Sudan
Furthermore, the University 1) will not invest directly in companies doing business in the oil and gas sector in Sudan, (2) will communicate its decision to its investment managers and advisors urging them to end any investment in companies doing business in the oil and gas sector in Sudan, (3) will request that its investment managers and advisors inform the university within the calendar year of any companies in its managed doing business in the oil and gas sector in Sudan, and (4) will convey to the U.S. higher education community American University’s actions with respect to divestment in Sudan and urge them to do the same.

Resolution on Investments in Burma
The university also seeks “Burma free” investments, reserving the right to divest from companies conducting business in Burma:

http://www1.american.edu/socialjustice/socialresponsibility/principles_burma.html

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:
http://www1.american.edu/trustees/statements/Darfur.html
Positive Sustainability Investments

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool:

453,000,000.85 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:

59,000,000 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:

0 US/Canadian $

Value of holdings in community development financial institutions (CDFIs):

0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
A brief description of the companies, funds, and/or institutions referenced above:

We used the Dow Jones Sustainability Index to identify businesses as having exemplary sustainability performance. Based on this criteria, 13% of our endowment is invested in businesses with exemplary sustainability performance.

The website URL where information about the institution’s sustainability investment activities is available:  
---
Student-Managed Sustainable Investment Fund

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

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

Submission Note:

Read more about the Washington DC Mayor's College and University Sustainability Pledge:


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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

On February, 29, 2012, nine university presidents representing some of the nation’s most prestigious higher education institutions joined Mayor Vincent C. Gray at American University’s LEED-Gold certified School of International Service Building to sign the District of Columbia Mayor’s College and University Sustainability Pledge (CUSP).

This university-based collaborative approach to sustainability is the first of its kind in the nation. DC is the first city in the U.S. to form such a compact between its entire higher education sector and its local government to advance sustainability. Working together in this public/private partnership, the signatories will work to make the District of Columbia the ‘Greenest College Town in America.’

The pledge is an agreement by the schools to pursue a range of sustainability measures related to energy use and buildings, green education, transportation, waste reduction, grounds maintenance, purchasing, and the monitoring and reporting of progress.

As a sector, universities in the District are already leading in the area of sustainability. LEED-certified buildings, solar panels and green roofs grace campuses throughout the city, universities are already using renewable energy, and several have already announced carbon neutral plans to greatly reduce their carbon footprint.

The website URL where information about sustainability partnerships is available:

http://www.american.edu/finance/sustainability/CUSP.cfm
Inter-Campus Collaboration on Sustainability

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

American U students, faculty and staff have led or participated in many presentations in the past three years, including webinars and conferences produced by the EPA, AASHE, USGBC, and the Sustainable Purchasing Leadership Council.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

American University is an AASHE member.

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

American collaborates with regional campus partners on sustainability through the Consortium of Universities of the Washington Metropolitan Area, through it convenes representatives from Georgetown, George Washington, University of the District of Columbia, George Mason, Catholic, Howard, Marymount, University of Maryland, and Johns Hopkins for semi-monthly sustainability workshops.

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

http://www.consortium.org/consortium/index.cfm/member-collaboration/sustainability/
**Sustainability in Continuing Education**

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**Responsible Party**

Emily Curley  
Sustainability Coordinator  
Sustainability

---

**Criteria**

**Part 1**

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

**Part 2**

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

**Submission Note:**

The year of inception of each certificate varies. For instance, the Global Environmental Politics certificate was created in 2009 and Environmental Assessment certificate was created in 2012.

For Part 1: List of continuing courses that are sustainability-related or focused

School of Professional and Extended Studies

**Overall**

Total continuing education courses offered= 38  
Sustainability continuing education courses= 18  
= 47. 36%

I. Washington Semester Programs of Study

Source:

http://www.american.edu/spexs/washingtonsemester/

Total courses offered=10  
Sustainability focused/ related= 5  
1. American Politics  
2. International Environment and Development  
3. International Law and Organization  
4. Peace and Conflict Resolution  
5. Transforming Communities

II. Summer Program

Source:
Total courses offered: 6
Courses with sustainability F or R: 5
1. American Politics
2. Community and Social Change
3. International Affairs
4. Journalism and New Media
5. Justice and Law

III. IGP-Undergraduate international gateway program

Total courses offered: 14
Sustainability R or F: 5

List:
1. Anthropology -110: Culture and Human Experience
2. Sociology -100: U.S. Society
3. SIS-110: Beyond Sovereignty
4. SIS-140: Cross-Cultural Communication
5. SIS-210: Human Geography: Peoples, Places, Cultures

IV. Graduate International Gateway Courses

Source: More info on:
http://www.american.edu/spexs/grad/index.cfm

Total courses offered: 3
Courses that are Sustainability R or F: none

V. Graduate Gateway Program

Source:
http://www.american.edu/spexs/grad/index.cfm

Total courses offered: 5
Courses with sustainability F or R: 3
1. Biotechnology
2. Global Business and Trade
3. International Affairs

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
18

Total number of continuing education courses offered:
Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

According to the survey of degree programs that contain a "sustainability learning outcome" (STARS ER-9), several graduate and undergraduate certificates contain sustainability either as a specific learning outcome or include a sustainability-focused or related course as a requirement for the certificate. Links to each of the certificate programs can be found at

https://www.american.edu/finance/sustainability/Degrees.cfm

- Public Anthropology (Undergrad and Grad Certificates)
- Applied Microeconomics (Grad Certificate)
- Gender Analysis in Economics (Grad Certificate)
- Environmental Assessment (Grad Certificate)
- Applied Statistics (Undergrad Certificate)
- North American Studies (Grad Certificate)
- Premedical Certificate (Undergrad Certificate)
- Real Estate Finance (Grad Certificate)
- Global Environmental Policy (Grad Certificate)
- International Development (Grad Certificate)
- Peacebuilding (Grad Certificate)
- Women, Policy & Political Leadership (Undergrad Certificate)

Year the certificate program was created:
2,009

The website URL where information about sustainability in continuing education courses is available :
http://www.american.edu/spexs/
Community Service Participation

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

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

Submission Note:

The number of degree seeking students is from the 2012-13 Academic Data Reference Book, Table 1 (http://www.american.edu/provost/oira/Academic-Data-Reference-Book.cfm). Non-degree and visiting students were subtracted from Fall 2012 full-time enrollment. Part-time students were not included.

Number of students engaged in service taken from Center for Community Engagement and Service 2012-2013 Annual Report which is published in July following the school year. The Washington College of Law community service hours and participation for 2012-13 were provided by David Steib of the WCL Office of Public Interest (http://www.wcl.american.edu/publicinterest/). WCL volunteering includes pro bono legal work to underserved communities in WCL clinics and activities conducted by the WCL Equal Justice Foundation.

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

The number of students engaged in community service:
4,457

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
9,728

The website URL where information about the institution’s community service initiatives is available:
http://www.american.edu/ocl/volunteer/index.cfm
Community Service Hours

Responsible Party

Joshua Kaplan  
Sustainability Outreach Specialist  
Office of Sustainability

Criteria

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

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

Submission Note:

The number of degree seeking students is from the 2012-13 Academic Data Reference Book, Table 1 (http://www.american.edu/provost/oira/Academic-Data-Reference-Book.cfm). Non-degree and visiting students were subtracted from Fall 2012 full-time enrollment. Part-time students were not included.

Number of students engaged in service taken from Center for Community Engagement and Service 2012-2013 Annual Report which is published in July following the school year. The Washington College of Law community service hours and participation for 2012-13 were provided by David Steib of the WCL Office of Public Interest (http://www.wcl.american.edu/publicinterest/). WCL volunteering includes pro bono legal work to underserved communities in WCL clinics and activities conducted by the WCL Equal Justice Foundation.

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

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

254,792

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

9,728

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

http://www.american.edu/ocl/volunteer/index.cfm
Sustainability Policy Advocacy

Responsibility Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

The Director of Sustainability represents AU on the Washington Metro Council of Governments' Climate, Energy and Environment Policy Committee.

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

http://www.mwcog.org/committee/committee/default.asp?COMMITTEE_ID=250
Trademark Licensing

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

Submission Note:

AU is actively sourcing from the only factory that was opened in partnership with the Worker Rights Consortium's Designated Supplier Program. The university sources apparel from Knights Apparel's Alta Gracia factory, a company and factory committed to providing fair, living wages and workers' rights.

"---" 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 intention to participate in the Designated Suppliers Program?:
Yes

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www1.american.edu/socialjustice/socialresponsibility/fla_wrc.html
Graduation Pledge

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge program:

Graduating seniors can access a link to the graduation pledge. Anyone that pledges to consider sustainability in their future careers is able to pick up a green ribbon to display on their gown on graduation day.

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

http://www.american.edu/finance/sustainability/gradpledge.cfm
Community Service on Transcripts

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:

Fresh produce and local crafts are available for sale on campus every Wednesday from 11 a.m. to 4 p.m. at the farmers market on the Quad.

The website URL where information about the market is available:
http://www.american.edu/finance/sustainability/Dining.cfm
Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

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<td>Innovation 3</td>
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<td>Innovation 4</td>
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</table>
Innovation 1

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**Responsible Party**

Emily Curley  
Sustainability Coordinator  
Sustainability

---

**Criteria**

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

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

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

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

---

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

LEED Training and Accreditation

In July 2012 the Office of Sustainability began offering a seven-week class to prepare AU staff to take the LEED Green Associate exam. The course is typically offered twice per year and, to date, 60 staff members from Facilities Management, the Office of the University Architect, the Office of Sustainability, the Washington College of Law, and others have participated.
In all, 17 AU staff members have earned the LEED Green Associate accreditation and 6 have earned the LEED AP with specialty (BD+C, O+M, or ID+C) credential.

"LEED Green Associate" is a professional accreditation through the Green Building Certification Institute (GBCI) for people who work on green buildings, and demonstrates that the accreditation-holder has a working knowledge of green design, construction and operations, and of the LEED rating systems.

A letter of affirmation from an individual with relevant expertise:
LEED GA letter.pdf

The website URL where information about the innovation is available:
http://www.american.edu/finance/sustainability/leed-ga.cfm
Innovation 2

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

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

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

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

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

AU conducted an analysis of greenhouse gas emissions attributable to our wastewater. STARS does not contain a reporting field where this can be reported and it represents an advanced GHG inventory accounting practice that is uncommon in higher education.

A letter of affirmation from an individual with relevant expertise:

Letter from Mary Sotos (WRI).pdf
The website URL where information about the innovation is available:
---
Innovation 3

Responsible Party

Joshua Kaplan
Sustainability Outreach Specialist
Office of Sustainability

Criteria

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

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

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

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

In September 2013 AU began using the One Million Acts of Green web platform to drive sustainability behavior change among faculty and staff. The platform, branded AsustainableU, encourages faculty and staff participating in AU's Green Office (GO!) program to take sustainable actions related to transportation, energy, purchasing, waste, food and water, engagement and culture, health and wellness, and community service. Users can join teams of their peers, track their progress in GHG emission, water, and energy savings, and see which other actions their colleagues have taken. This dynamic, social aspect provides an innovative key component to creating normative values around sustainable behavior. American University is one of the first universities to utilize this type of software, developed originally for...
the corporate market, to drive behavior change in the university community. In January 2014 the program was introduced to students living in American University's residence halls.

A letter of affirmation from an individual with relevant expertise:
AU STARS Innovation letter Jan 28 2014.pdf

The website URL where information about the innovation is available:
http://www.american.edu/provost/ctrl/green.cfm
Innovation 4

Responsible Party

Chris O’Brien
Director of Sustainability
Office of Sustainability

Criteria

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

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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

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

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

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

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

---

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

AU uses construction and demolition (C&D) debris recycling facilities certified by the Recycling Certification Institute in order to verify the recovery and recycling rates reported by haulers subcontracted by general contractors. News media outlets have reported possibly fraudulent C&D recycling reports, so third party monitoring and verification of C&D recycling represents an important step forward in ensuring the veracity of construction waste recycling claims.
A letter of affirmation from an individual with relevant expertise:
American University RCI support.pdf

The website URL where information about the innovation is available:
http://www.washingtoncitypaper.com/blogs/housingcomplex/2012/02/08/good-riddance-to-old-rubbish
Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

**Credit**

- New Student Orientation
- Food Education
- Food and Beverage Purchases
- Confinement-Free Food Purchases
- Vegetarian-Fed Food Purchases
- Hormone-Free Food Purchases
- Seafood Purchases
- Dishware
- Energy Initiatives
- Energy Use by Type
- Procurement
- Bike Sharing
- Water Initiatives
- Endowment
- Sustainability Staffing
New Student Orientation

Responsible Party

Tiffany Sanchez
Director of New Student Programs
New Student Programs

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

Submission Note:

Link to sustainability initiatives related to new student orientation:
http://www.american.edu/ocl/orientation/Orientation-is-Green.cfm

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
Yes

Provide a brief description of the presentations, speakers or skits:

1,500 freshman attended a presentation by Seamus McGraw who wrote The End of Country, a book about fracking and sustainability. The students were required to read the book over the summer before attending American University.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:
Yes

Provide a brief description of the presentations:

The office of Sustainability gives a presentation to orientation leaders on what is sustainability, the importance of sustainability, what our campus is doing to be sustainable, and what the AU community can do to help. Additionally RA's brief students on recycling in the dorm rooms during student orientation floor meetings.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:
Yes
Provide a brief description of the activities:

Students paint a mural during orientation representing AU's core values. Orientation leaders stress the importance of sustainability at AU and that students should use paint carefully. They also use biodegradable corn cups and wash the paintbrushes in order to reuse them. Additionally students entering AU for the 2012-2013 school year had the option of attending the Sustainable Campus Sustainable City Welcome Week Program. The program was a three day event which included a campus sustainability tour, a presentation on sustainability at AU, a craft project to make solar powered battery chargers, storm drain labeling with the DDOE, a presentation on urban forestry in D.C., and a guided tree walk. Twenty students enrolled in the program for fall 2012.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:

Yes

Provide a brief description of the efforts:

New student orientation has reduced paper significantly by eliminating handouts and providing more online resources, always printing double sided or quarter sheets, and reducing the use of bright and dark colored paper since it cannot be recycled. Name tags used at orientation can be recycled as luggage tags, and prizes awarded at orientation are sustainable such as reusable water bottles.

Does the institution incorporate sustainability into new student orientation in other ways?:

Yes

Provide a brief description:

When students register for orientation online they have the option of donating money to the Sustainability Grant Fund to help offset their travel to orientation. This fund provides money for projects and research on campus related to sustainability.
Food Education

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

Introduction to Nutrition (HFIT) is a general education course which covers vegetarianism and food labeling in the U.S. The Political Ecology of Food and Agriculture (SIS 419-054) is a course offered in our School of International Service which discusses how food networks impact communities and the environment.

Course description for HFIT:

http://www.american.edu/provost/registrar/schedule/course-descriptions.cfm

Course description for SIS419-054:

http://www.american.edu/provost/registrar/schedule/course-descriptions.cfm

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

Signs are posted informing students which foods are local, vegetarian, or vegan. Table tents inform students about low carbon-foods, antibiotic and hormone free foods, and other environmentally friendly food options.
Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:
The dining hall has table tents on display during orientation which inform students about low carbon-foods, antibiotic and hormone free foods, and other environmentally firendly food options.

Are students educated in other venues about how to make eco-positive food choices?:
Yes

Provide a brief description:
In the Eagle's Nest, the student convenience store, there is a table with locally sourced products. A sign informs students that these products are local.

Is there a program by which students are encouraged to and/or taught how to grow their own food?:
Yes

Provide a brief description of the program:
Students learn to grow their own food by helping with the community garden. Students may plant seedlings, transplant the seedlings into the garden, maintain the garden, harvest the crops, and take part in workshops on similar tasks as well as composting.
Food and Beverage Purchases

Responsible Party

Derek Nottingham
Resident District Manager
Bon Appetit

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

We did not track the percent of food and beverage expenditures that were grown within 100 miles of the institution. We used the AASHE standard of 250 miles for this credit. However we did track the percent of food and beverage expenditures that were processed within 100 miles of the institution. These percentages are out of total food expenditures for a one month period.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:
8.76

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:
19.70

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):
American University uses an in house spreadsheet to track this information.

List items procured for dining services from on-campus organic garden(s):
Herbs: basil, thyme, mint.

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):
0

List all Fair Trade certified items purchased:
Golden Cane Sugar
Whole Brown Sugar
Cocoa Powder
Semi-Sweet Baking Chips
Bittersweet Baking Chips
Cocoa Mass
Cocoa Butter
Assorted Chocolate Bars
Olive Oil
Cane Sugar
Succant
Herbs
Assorted Teas
Chamomile flowers
Organic Sugar
Organic Sucant
Light/Dark Brown Sugar
Powdered Sugar
Raw Cane Sugar
Jasmine Rice
Quinoa
Unrefined Ground Cane Sugar
Herbs and Spices
Other Rice
Quinoa
Roses
Spray carnations
Statice
Alstroemerias
Lisianthus
Mixed Bouquets
Carnations
Fillers
Earl Grey
Estate Ceylon
Cocoa
Coffee
Assorted Fruits
Wine
Spirits
Olives
Confinement-Free Food Purchases

Responsible Party

Derek Nottingham
Resident District Manager
Bon Appetit

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:
cage free shell eggs

Percentage purchased:
100

Comments:
All of our shell eggs are cage free.

Type of confinement-free product purchased (1st product):
cage free liquid eggs

Percentage purchased (1st product):
100

Comments (1st product):
All of our liquid eggs are cage free.

Type of confinement-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---
Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party
Derek Nottingham
Resident District Manager
Bon Appetit

Criteria
Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
Chicken

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of vegetarian-fed product purchased (2nd product):
beef

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
turkey

Percentage purchased (3rd product):
---

Comments (3rd product):
---
Type of vegetarian-fed product purchased (4th product):
pork

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
liquid milk, yogurt, sour cream, ice cream, ricotta cheese, deli meat

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Derek Nottingham
Resident District Manager
Bon Appetit

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):
Chicken

Percentage purchased (1st product):
100

Comments (1st product):
All meats purchased by our food provider, Bon Appetit, are hormone and antibiotic free.

Type of hormone-free product purchased (2nd product):
Turkey

Percentage purchased (2nd product):
100

Comments (2nd product):
This includes ground turkey, deli turkey, turkey breast, and turkey patties.

Type of hormone-free product purchased (3rd product):
Beef

Percentage purchased (3rd product):
100

Comments (3rd product):
This includes ground beef and beef patties.
Type of hormone-free product purchased (4th product):
Lamb

Percentage purchased (4th product):
100

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
Pork

Percentage purchased (5th product):
100

Comments (5th product):
This includes pork loin, pork butt, and pork chop.
Seafood Purchases

Responsible Party

Derek Nottingham
Resident District Manager
Bon Appetit

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

Submission Note:

All of our seafood purchases meet the standards of the Marine Stewardship Council Blue Ecolabel. We also purchase shrimp, oyster, pollack, and cod loin.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):

Flounder

Percentage purchased (1st product):
100

Standard used (1st product):
Marine Stewardship Council Blue Ecolabel standards

Comments (1st product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):

Tilapia

Percentage purchased (2nd product):
100

Standard used (2nd product):
Marine Stewardship Council Blue Ecolabel standards
Comments (2nd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
Salmon loin

Percentage purchased (3rd product):
100

Standard used (3rd product):
Marine Stewardship Council Blue Ecolabel standards

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
Trout

Percentage purchased (4th product):
100

Standard used (4th product):
Marine Stewardship Council Blue Ecolabel standards

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
Tuna

Percentage purchased (5th product):
100

Standard used (5th product):
Marine Stewardship Council Blue Ecolabel standards

Comments (5th product):
---
Dishware

Responsibility Party

Derek Nottingham
Resident District Manager
Bon Appetit

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

About 80% of our disposable dishes are compostable. The plastic dishware we use is recyclable, and some of it is made from post-consumer recycled materials. We are looking into compostable options to replace the remaining plastic dishware we use.

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
Yes

Does the institution offer other types of dishware at its dining services locations?:
No

Provide a brief description.:  
---
Energy Initiatives

Responsible Party

David Osborne
Director of Energy and Engineering
Facilities Management

Criteria

Institution provides details about its energy initiatives.

Submission Note:

Overall campus energy reduction is calculated to be 8.4%, but we estimate that energy reduced as a result of retrofits and renovations is less than 1%.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
3.39

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
0.99

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
0.99

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
0.99

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
The combined gross square footage of all buildings that are ENERGY STAR labeled:
0

The names of all buildings that are ENERGY STAR labeled:

---
Energy Use by Type

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.: 0

The percentage of total electricity use from wind.: 100

The percentage of total electricity use from biomass.: 0

The percentage of total electricity use from natural gas.: 0

The percentage of total electricity use from solar PV.: 0

The percentage of total electricity use from geothermal.: 0

The percentage of total electricity use from nuclear.: 0

The percentage of total electricity use from hydro.: 0

The percentage of total electricity use from other.: 0
Provide a brief description.:  
AU purchases renewable energy credits in wind power equivalent to 100% of our electricity use.

<table>
<thead>
<tr>
<th>Source of Energy</th>
<th>Percentage of Total Energy Used</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Biomass</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Natural Gas</td>
<td>100</td>
<td>All of our heating comes from natural gas.</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fuel Oil</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief description.:  
All of our heating comes from natural gas.

If cogeneration, please explain.:  
American University has a veggiekwatt which takes used cooking oil from our dining hall and converts it into energy and heat to produce hot water.
Procurement

Responsible Party

Emily Curley
Sustainability Coordinator
Sustainability

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:
Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

20.30

Does the institution’s vendor code or policy require vendors to use less packaging?:
Yes
Bike Sharing

Responsible Party

Daniel Pasquale
Bike Lending Program Coordinator
Student Government

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:

9
Water Initiatives

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

Criteria

Institution provides details about its water initiatives.

Submission Note:

Currently all of the waterless urinals are in our LEED Gold School of International Service building.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :
No

Provide a brief description of any bottled water ban or restriction :
---

Does the institution meter any of its non-potable water usage? :
No

The percentage of urinals on campus that are waterless :
9.40
Endowment

Responsible Party

Chris O'Brien
Director of Sustainability
Office of Sustainability

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year:

453,000,000.85 US/Canadian $

Date as of:

April 30, 2012

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:

Yes

If yes, or if currently under consideration, provide a brief description:

Donors have the option of directing gifts to the Sustainability Fund which provides money for environmentally/sustainability related research or projects on campus. For example students were given funding to start and run an apiary on campus.

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):

No

Size of capital commitments made within past 3 years:

0 US/Canadian $

Provide a brief description:

---

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:

Yes
Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?: 
Yes

Do investment managers handle the details of proxy voting on environmental and social resolutions?: 
Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions?: 
Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?: 
No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?: 
No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?: 
No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?: 
No

Does a single administrator determine proxy votes on environmental and social resolutions?: 
No

Does a single administrator determines proxy votes on corporate governance resolutions?: 
No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?: 
No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?: 
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy
votes on environmental and social resolutions?:
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
No
Sustainability Staffing

Responsible Party

Sara Schwartz
STARS Research Assistant, Green Office Coordinator
Office of Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

We used the FTE of 40 hours a week to calculate these numbers.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

9.25

FTE staff on payroll:

3

FTE student intern/fellow:

19