



Lewis & Clark College

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

224,300,000 US/Canadian \$

Total campus area:

137 Acres

IECC climate region:

Marine

Locale:

Urban fringe of large city

Gross floor area of building space:

1,302,383 Gross Square Feet

Conditioned floor area:

541,601 Square Feet

Floor area of laboratory space:

67,905 Square Feet

Floor area of healthcare space:

2,659 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

211,855 Square Feet

Electricity use by source::

Percentage of total electricity use (0-100)

Biomass	---
Coal	22
Geothermal	---
Hydro	17
Natural gas	18
Nuclear	---
Solar photovoltaic	3
Wind	5
Other (please specify and explain below)	35

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

unexplained 'market purchases' and 'long-term market contracts' make up the 'other' category

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	7
Fuel oil	---
Geothermal	---
Natural gas	93
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

3

Number of academic departments (or the equivalent):

35

Full-time equivalent enrollment:

3,264

Full-time equivalent of employees:

752

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,179

Total number of graduate students:

1,325

Number of degree-seeking students:

3,504

Number of non-credit students:

0

Number of employees:

1,052

Number of residential students:

1,377

Number of residential employees:

7

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,324	488
Number of sustainability courses offered	42	39
Number of courses offered that include sustainability	79	163

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

22

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

40

Number of years covered by the data:

Three

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

[LC Sustainability Courses.xlsx](#)

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

Art
 ART 499-01: Indp. Study Civic Ware Parque
 ART 499-02: Indp. Study Civic Ware 2 Parque
 ART 451: Special Topics in Art History David, Johnston, Odell
 ART 490 Senior Art Practice Beers, Fisher, Imatani, Perlitz, Tomlinson, Vogel
 ART 499 Independent Study Art Faculty
 Academic English Studies
 "AES 165: High Intermediate Content-Based Topics for Nonnative Speakers" ?
 Biology
 Bio 100: Perspectives in Biology Biology Faculty
 Bio 107: Field Paleontology of Oregon Biology Faculty
 Bio 114: Origin of Life in the Universe Clifton, Loening, Safran, Tufte

Bio 115: Explorations in Regional Biology Biology Faculty

Bio 141: Investigations in Ecology and Environmental Science Bierzychudek, Clifton, Kennedy

Bio 151: Investigate Genetics/Evolution Autumn, Binford, Weissman

Bio 200: Investigation in Cell and Molecular Biology Biology Faculty

Bio 211: Land Vertebrates Clifton

Bio 212 Invertebrate Zoology Biology Faculty

Bio 221: Marine Biology Biology Faculty

Bio 223: Plant Biology Biology Faculty

BIO 244 Practicum Biology Faculty

BIO 311 Molecular Biology Lycan

Bio 335: Ecology Bierzychudek

Bio 320 Human Genetics and Disease Lycan

Bio 390: Evolution Binford

BIO 337 Environmental Physiology Autumn

BIO 343 Microbiology Biology Faculty

BIO 352 Animal Behavior Clifton

BIO 375 Comparative Physiology Autumn

BIO 395 Biology Seminar

BIO 408 Phylogenetic Biology and Molecular Evolution Binford

BIO 490 Special Topics in Biology Biology Faculty

BIO 495 Biology Senior Thesis Biology Faculty

Bio 499: Independent Research Caribbean Biogeography Binford

Chemistry

Chem 100: Perspectives in Environmental Chemistry Balko, Bentley, Chemistry Faculty

CHEM 114 The Origins of Life in the Universe Clifton, Loening, Safran, Tufte

CHEM 244 Practicum Chemistry Faculty

CHEM 299 Independent Study Chemistry Faculty

Chem 415 Nanomaterials Chemistry Bentley

CHEM 480 Senior Research Chemistry Faculty

CHEM 490 Chemistry Honors Research Chemistry Faculty

CHEM 499 Independent Research Chemistry Faculty

CORE

CORE 107-16: Art and Social Change Garrick Imatani

CORE 107-22: The Water Course Loretta Johnson

CORE 107-29&32: Representing America in the Era of Environmentalism Heather Miner

Education

ED 450 Philosophy and Practice of Environmental / Ecological Education Education Faculty

Entrepreneurial Innovation

EINV 290 Technologies of the Future Autumn

Environmental Studies

ENVS 160: Introduction to Environmental Studies Environmental Studies Faculty

ENVS 200 Situating the Global Environment Environmental Studies Faculty

ENVS 220: Environmental Analysis Proctor

ENVS 345 Sustainability Internship Seminar ENVS or Law School Faculty

ENVS 330: Situating Environmental Problems and Solutions Kleiss

ENVS 490 Topics in Environmental Studies Environmental Studies Faculty

ENVS 460 Topics in Environmental Law and Policy Law Faculty

ENVS 490 (Un)Natural Disasters Safran

ENVS 499-01: Indp. Study Climate Change Law Kleiss
 ENVS 499-01: Indp. Study Climate Changing in the Developing Century Kleiss
 ENVS 244-01: Symposium Co-Chair Proctor
 ENVS 244-02: Bicycle Transit Analysis Safran

Economics
 ECON 100 Principles of Economics "Bekar, Bostian, Grant, Hart-Landsberg, O'Sullivan, Tymoigne"
 ECON 232 Economic Development Hart-Landsberg.
 ECON 260 Environmental and Natural Resource Economics Bostian
 ECON 332 Urban Economics O'Sullivan
 ECON 365 Public Economics Economics Faculty
 ECON 444: Internship Green Energy Institute O'Sullivan

Geological Sciences
 Geo 150: Environmental Geology Safran
 Geo 170: Climate Science Kleiss
 GEOL 270 Issues in Oceanography Kleiss
 GEOL 280: The Fundamentals of Hydrology Safran
 GEOL 340 Spatial Problems in Earth System Science Kleiss, Safran

International Affairs
 IA 211 International Organization Petersen, Lascurettes
 IA 230 African Politics International Affairs Faculty
 IA 231 Latin American Politics International Affairs Faculty
 IA 232: Southeast Asian Politics Coe
 IA 238 Political Economy of Development Coe
 IA 257: Global Resource Dilemmas Mandel
 IA 296 Human Rights in International Relations Smith-Cannoy
 IA 313 International Ethics International Affairs Faculty
 IA 330: Global Security Mandel
 IA 333 International Law Smith-Cannoy
 IA 340 International Political Economy Bennett
 "IA 350 Social Justice in the Global Economy
 " Bennett
 IA 430 International Affairs Seminar Coe, Smith-Cannoy
 IA 444 Practicum International Affairs Faculty
 IA 499 Independent Study
 IA 244 Practicum: IA Symposium Mandel
 IA 299 Independent Study International Affairs Faculty

History
 History 112: Making Modern Japan Bernstein
 History 111: Making Modern China Glosser
 HIST 224 The Making of Modern Britain, 1815 to Present Campion
 History 336: Wilderness and the American West History Faculty
 HIST 239 Constructing the American Landscape Hillyer
 "HIST 261: Global Environmental History
 " Bernstein
 HIST 288 China in the News: Socio-Anthropological and Historical Perspective on Modern China Glosser, Hubbert
 HIST 316 Popular Culture and Everyday Life in Japanese History Bernstein
 HIST 347 Modern Mexico: Culture, Politics, and Economic Crisis Young

HIST 348 Modern Cuba Young
HIST 244 Practicum History Faculty
HIST 299 Independent Study History Faculty
"HIST 300 Historical Materials
" History Faculty
HIST 400 Reading Colloquium History Faculty
HIST 444 Practicum History Faculty
HIST 450 History Seminar History Faculty
HIST 499 Independent Study History Faculty
Philosophy
Philosophy 215: Philosophy and the Environment Odenbaugh
Political Science
POLS 244 Practicum Political Science Faculty
POLS 253 Public Policy Seljan
POLS 299 Independent Study Political Science Faculty
POLS 313 International Political Theory Political Science Faculty
POLS 316 Ethics and Public Policy Political Science Faculty
POLS 400 Senior Thesis Political Science Faculty
POLS 420 Policy Innovation Seljan
POLS 444 Practicum Political Science Faculty
POLS 499 Independent Study
Sociology and Anthropology
SOAN 214: Social Change Mechlinski, Podobnik
SOAN 234: Anthropology of Tourism SOAN Faculty
SOAN 249 The Political Economy of Food Goldman
SOAN 266: Social Change in Latin America
SOAN 275 Africa in Social and Cultural Perspective SOAN Faculty
"SOAN 288 China in the News: Socio-Anthropological
and Historical Perspective on Modern China" Glosser, Hubbert
SOAN 305 Environmental Sociology Podobnik.
SOAN 306 Social Permaculture Podobnik.
SOAN 350 Global Inequality Mechlinski, Podobnik
SOAN 352 Women in Developing Countries SOAN Faculty
SOAN 375 From Modernity to Postmodernity Goldman
SOAN 385 International Migration
Psychology
PSY 460 Community Psychology Faculty
PSY 398 Psychology and the Natural Environment Spring 2014
PSY 244 Practicum Psychology Faculty
PSY 345 Overseas Internship " Davidson, J. Detweiler-Bedell, Schneider,
Schoeneman."
PSY 375 Health Psychology Psychology Faculty
PSY 390 Cross-Cultural Psychology Psychology Faculty
PSY 400 Advanced Topics in Psychology Psychology Faculty
Rhetoric and Media Studies
RHMS 321 Argumentation and Social Justice Reyes
RHMS 360 Digital Media and Society Sebok
Physical Education/Athletics

PE/A: 141 Wilderness First Responder Yuska
PE/A: 142 Wilderness Leadership Yuska
TOTAL Component 79
TOTAL FOCUSED 42
TOTAL courses that potentially could be sustainably related/focused 36

Graduate School Total Courses:

261

Total departments: 3

Counseling

MCFT 577: Global Awareness in Professional Practice

MHC 549: Clinical Reasoning

MHC 511: Cultural Foundations and Social Justice

CPSY 550: Diversity and Social Justice

Ecopsychology

CPSY 519 Pre-Practicum in Community Engagement

CPSY 528 Introduction to Ecopsychology in Counseling

CPSY 596 Wilderness & Adventure Therapy Intensive

CPSY 597 Ecotherapy

CPSY 902 Culture and Community

CPSY 544: Theory and Empirical Basis for EcoPsych

Educational Leadership

SCED 508: Social Justice, Diversity and Cultural Issues

EDAD 504: Ethics, Policy, Law

EDAD 508: Engaging the Community for Effective Schools

EDAD 523: Communication Skills and Conflict Resolution

EDAD 540 Organizational Change for Action

EDAD 552 Culturally Responsive Practices for School Leaders

EDAD 559 Collaborative Leadership and Team-Building

EDAD 604 Ethics, Policy, and the Law

EDLL 704 Leading Change Through Cultural Competence

EDLL 708 Ethics and Leadership for Social Justice

EDLL 715 Intercultural Community Collaboration

EDLL 725 Leadership in a Changing Global Society: Alternative Perspectives

EDLL 780 Social Justice Leadership Retreat

SCED 505 Personal/Social Development and Consultation

SCED 508 Social Justice, Diversity, and Cultural Issues

SCED 565 College Planning to Promote Equity and Access for All Students

Student Affairs Administration Courses

SAA 509 Equity and Social Justice in Higher Education

Teaching

SS 548 Teaching the Geography of Inequality

ED 635 Earth Crisis Curriculum

Writing and Creative Media Courses

WCM 513 Field Notes: Observation and Reflection in the Natural World

Core

CORE 537 Seminar in Moral Development, Ethics, and Imagination

CORE 540 Envisioning a Sustainable Society

CORE 620 Reading the Landscape

CORE 621 Ecoscapes

CORE 921 Ecoscapes International

CORE 504: Journey through Change: Sustaining Social Activism

ED 573 Teaching for Social Justice: Classroom Management Workshop

ED 572 Native American Sociopolitics: History and Effects

ED 554 Teaching for Social Justice: Middle-Level/High School Field Experience Seminar II

ED 553 Teaching for Social Justice: Middle-Level/High School Field Experience Seminar I

ED 550 Social, Historical, and Ethical Perspectives on Education

ED 547 Race, Culture, and Power

ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students

LA 504 Bearing Witness: Writing, Documentary Studies, Social Justice

LA 515 Drama for Learning and Social Action

LA 526 Reading Other Voices

LA 533 Field Notes: Observation and Reflection in the Natural World

SCI 555 Field Natural History

SCI 580 Teaching Children About the Natural World

SCI 921 Ecoscapes International

SS 548 Teaching the Geography of Inequality

Total Component: 36

Total Focused: 15

Law School

Total courses: 227

Total depts: 2

American Legal History Blumm

Animal Law Fundamentals Sullivan

Animal Law Graduate LLM Seminar Hessler, Frasch

Clean Air Act Seminar Wood, Tichenor

Climate Change Powers

Public Lands and Resource Law Blumm

Energy Law Powers

Environmental Justice Seminar Johnston, Funk

Environmental Litigation Buchele

Environmental Law Fromherz

Environmental Law Advanced Topic Seminar Fromherz

Environmental Law Graduate LLM Seminar I Rohlf

Environmental Law Graduate LLM Seminar II

Forest and Law Policy Brown

Hazardous Waste Law Johnston

International Environmental Law Fromherz

Wildlife Law Rohlf

563 SM: Clean Water Act Johnston

Internship Seminar: Natural Resources Law Grenham
 Renewable Energy Law and Policy Seminar Powers
 Sustainable Food and Agriculture Seminar Kimbrell
 Sustainability Law and Business Seminar Rohlf
 International Trade Law and the Environment Wold
 Water Policy Seminar Ryan
 Earthrise Ethics 1 Buchele
 Earthrise Ethics 2 Buchele
 342 E: Environmental Justice (survey) Ostar, J.
 700 A2: Low Income Tax Clinic
 "
 594 A1: Environmental/Animal Law Advocacy I "
 595 A1: Environmental/Animal Law Advocacy II
 534 E: International Environmental Law
 "754 AY: International Environmental Law Project I
 "
 755 AZ: International Environmental Law Project II
 580 SM: International Human Rights Seminar
 388 SM: International Investment Law Seminar
 784 SM: Internship: Environmental Justice/Civil Rights
 "753 SM: Internship: Environmental Prosecution I
 "
 753 SM: Internship: Environmental Prosecution II
 749 SM: Internship: Sustainability
 786 SM: Internship: Western Resources Lgl Center
 "452 SM: Law and Education Seminar
 "
 719: Moot Court: Environmental Advocacy National
 782: Moot Court: Environmental Negotiations National
 401 A: Natural Resources Law
 442 SM: Nonprofit Animal Law Sem
 424 SM: Sexual Orientation and Gender Identity Seminar
 582 A: Clean Water Act
 555 SM: Environmental Law Advanced Topic Seminar: Environmental Decision-Making
 351 SM: Environmental Practice Seminar: Business Transactions
 332 SM: Environmental Trading Seminar
 531 E: International Trade Law and Environment
 562 SM: Law, Science & Environment Seminar
 406 E: NW Energy Law
 408 E: Ocean and Coastal Law
 414: Pacific Salmon Seminar
 453 SM: Public Health Law and Policy Seminar
 491 SM: Renewable Energy Law and Policy Seminar
 519 SM: Renewable Energy Project Finance and Development Seminar

LAW Total Component: 33

LAW Total Focused: 24

GRAD+LAW Component: 69

GRAD+LAW Focused: 39

CAS + GRAD + LAW

Total Component: 148

Total Focused: 81

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

<https://www.lclark.edu/offices/facilities/departments/sustainability/>

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

1. Initial course catalog review to identify clearly focused courses, or those not related. 2. follow up with departments to obtain syllabi and clarify the list 3. follow up with professors on still questionable courses.

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

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

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

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

	Yes or No
Internships	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	No
Clinical	Yes
Physical education	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

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

2,611

Total number of graduates from degree programs:

3,504

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

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

Undergrad:

Art
AES
Biology
Chemistry
Education
Entrepreneurship
Environmental Studies
Economics
Geological Sciences
International Affairs
History
Philosophy
Political Science
Sociology and Anthropology
Psychology
Rhetoric and Media Studies
PE

GRAD:

Education
Counseling
Student Affairs

LAW:

JD
LLM

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

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

Undergraduate Program

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Environmental studies situates environmental problems and solutions in a scholarly context, working alongside other academic disciplines to build a more livable world.

The Environmental Studies Program at Lewis & Clark, one of a number of interdisciplinary programs on campus, benefits from the participation of many departments in the College of Arts and Sciences, as well as the School of Law and Graduate School of Education and Counseling. We are proud to have hosted the 2010 national Association for Environmental Studies and Sciences Annual Conference, and have sponsored a number of exciting special initiatives, including a three-year, \$600,000 award from the Andrew W. Mellon Foundation featuring interdisciplinary situated research spanning the Portland area to international sites.

We offer students opportunities for environmental research and engagement on campus, in the Portland metropolitan area and the Pacific Northwest, and in a variety of international locations, many served by Lewis & Clark's Overseas and Off-Campus Programs. Our

students master contemporary scholarship on environmental problems and solutions, and develop a wide range of cutting-edge computer and analytical skills. They learn the latest debates and practices related to biological conservation, climate change, environmental health, natural resource management, sustainability and sustainable development, and other current environmental topics. The Environmental Studies Program thus combines intellectual rigor and breadth with practical experience in this vibrant, transdisciplinary field of scholarly inquiry; here are some recent albums of ENVS events.

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

http://college.lclark.edu/programs/environmental_studies/

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

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

Yes

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

Ecopsychology

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

Lewis & Clark's Ecopsychology Certificate program provides an opportunity for practitioners and graduate students to enhance their training with an evidence-based, experiential, and socially progressive ecopsychology curriculum. Certificate coursework explores questions like:

How do green spaces support the healthy development of children—and of communities?

What happens when you bring nature into the counseling office? Or when you take therapy outdoors?

How can psychological insights invigorate conservation efforts and support advocacy for social justice and community wellbeing?

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

<http://go.lclark.edu/graduate/ecopsychology>

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Sustainability: Spin to Substance course, Environmental Studies and Entrepreneurship partnership, internship credit that is student driven. Students focus on a particular subject matter, intention is to create a launch pad for innovative ideas or projects.

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

Sustainability Literacy Assessment

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

following up with Anna and Mark F, see if we can do this this term or soon

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

Incentives for Developing Courses

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

Yes

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

The institutional sustainability council has received financial incentives to assist in and develop cross-collaborative work associated with the broad spectrum of sustainability in the curriculum. Additional financial incentives will be available this year for specific courses.

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

Financial incentives, rewards/recognition via formal programs

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

Campus as a Living Laboratory

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

	Yes or No

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

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

A student is currently interning with our Green Energy Institute, to assist in internal and external outreach, project management and renewable energy policy research.

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

Working with Facilities Services, students have conducted comparative research of existing buildings on campus to new, LEED-certified buildings. This research was presented at a national conference.

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

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

In a work study position, a student researched energy management practices, surveyed students and employees, and created a summary of recommendations for the institutions' Energy Management Program.

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

A student created an invasive species map of the campus as part of credit-based independent study. This map provided a base for longer term plan for invasive removal.

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

In a work study position, a student researched, attended seminars and collaborated with various departments and external entities to develop a robust purchasing program and policy.

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

Several students, in their coursework and overseas studies, researched and developed a bike sharing program.

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

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

Student work in stormwater and mapping provided staff with important information related to percent previous cover on campus and areas for potential low impact projects. This work was completed in a student position but utilized operational skills as well as mapping coursework. This student presented her work at a national academic conference.

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

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

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

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

A student academic research project was developed to review existing student run socially-responsible investment funds and propose a strategy for the institution. This student reported to the Sustainability Manager but engaged with stakeholders across campus and in the community. This student is continuing to pursue this project with the intention of creating an SRI club and/or class.

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

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

Several students have engaged in training and development of environmental education associated with the College Outdoors program. These students have created these programs utilizing outside training courses, developing methods in credit-based courses, and working in the College Outdoors program.

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

<https://www.lclark.edu/offices/facilities/grounds/initiatives/>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

42

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

141

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

16

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

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

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

Lycan Deborah Biology College of Arts & Sciences
 Clifton Kenneth Biology College of Arts & Sciences
 Bierzychudek Paulette Biology College of Arts & Sciences
 Metz Margaret Biology College of Arts & Sciences
 Balko Barbara Chemistry College of Arts & Sciences
 Sloan Tod Counseling Psychology Graduate School
 McDowell Teresa Counseling Psychology Graduate School
 Hernandez-Wolfe Pilar Counseling Psychology Graduate School
 Rohlf Daniel Earthrise Law Center - Law Law School
 Johnston Craig Earthrise Law Center - Law Law School
 O'Sullivan Arthur Economics College of Arts & Sciences
 Torres Danielle Educational Leadership Graduate School
 Galloway Mollie Educational Leadership Graduate School
 Proctor James Environmental Studies College of Arts & Sciences
 Kleiss Jessica Environmental Studies College of Arts & Sciences
 Brand Philippe Foreign Languages College of Arts & Sciences
 Young Elliott History College of Arts & Sciences
 Mandel Robert International Affairs College of Arts & Sciences
 Bennett Elizabeth International Affairs College of Arts & Sciences
 Funk William Law School Faculty - Law Law School
 Bushaw Amy Law School Faculty - Law Law School
 Bogdanski John Law School Faculty - Law Law School
 Blumm Michael Law School Faculty - Law Law School
 Abrams Paula Law School Faculty - Law Law School
 Stumpf Juliet Law School Faculty - Law Law School
 Ryan Erin Law School Faculty - Law Law School
 Jones Jeffrey Law School Faculty - Law Law School
 Fromherz Nicholas Law School Faculty - Law Law School
 LaPlante Allison Law School Faculty - Law Law School
 Powers Melissa Law School Faculty - Law Law School
 Wold Chris Law School Faculty - Law Law School
 Tung Yin Law School Faculty - Law
 Johansen Steven Legal Analysis and Writing Law School
 Mache Jens Mathematical Sciences College of Arts & Sciences
 Odenbaugh Jay Philosophy College of Arts & Sciences
 Podobnik Bruce Sociology/Anthropology College of Arts & Sciences
 Heath Deborah Sociology/Anthropology College of Arts & Sciences
 Smith Gregory Teacher Education Graduate School
 Shagoury Ruth Teacher Education Graduate School
 Finkel Liza Teacher Education Graduate School

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

The research inventory began with the course inventory and list of faculty involved in research. Research profiles and publications titles were examined to determine which should be included based on the institutional definition of sustainability.

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

Moriah Bostian, assistant professor of economics, has received a highly competitive Fulbright scholar teaching and research award for the 2014-15 academic year.

With the support of this yearlong fellowship, Bostian will spend her upcoming sabbatical in Finland, a country with high rates of participation in agri-environmental programs (programs that incentivize farmers to adopt environmentally friendly farming techniques that go beyond farmers' legal obligations). In Finland, a significant share of the land enrolled in such programs is devoted to environmental measures that rely on reducing inputs such as fertilizer and pesticides.

For the teaching component of the award, Bostian will introduce two new courses in environmental and natural resource economics at the University of Turku, one of the largest universities in Finland.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

Yes

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

Lewis & Clark's Environmental Studies Program

The goal is to further scholarly rigor and coherence in the field of environmental studies by cultivating interdisciplinary research skills among undergraduate students at Lewis & Clark and other American institutions. These students are key to the future of environmental studies, as they will serve as the next generation of environmental leaders in academic and policy settings.

In addition to building undergraduate research resources and promoting faculty development at Lewis & Clark, the initiative will sponsor two dozen students enrolled in American environmental programs. The students will collectively deploy and test a novel method of interdisciplinary inquiry, which we call situated research.

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

http://college.lclark.edu/programs/environmental_studies/archive/careers/mellon/

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

No

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

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

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

Yes

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

CPTT process

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

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

No

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

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

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

Submission Note:

Ask Mark Dahl

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

3,504

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

Environmental Action Living and Learning Community

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

2,179

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

The Environmental Action Living - Learning community is responsible for promoting awareness, developing activities and serving as peer-mentors and educators.

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

Apply to the community, appointed to serve on steering committee

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

Students participate in annual training to serve on steering committee

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

Paid student, staff and faculty positions support the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

annually:

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

Student Orientation

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

62

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

Sustainability has been a component of undergraduate NSO including required educational, interactive session provided to all incoming undergraduate students and week-long activities before and after the main event.

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

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

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

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

Law School Sustainability Group, sub-group of Natural Resources Committee

The website URL where information about student groups is available:

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

LC has two student gardens that provide various opportunities to engage in alternative farming and gardening practices.

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

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

Student run Co-op, Kokonect (product sharing)

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

<http://www.lccoop.org/the-co-op-bylaws/>

A brief description of the sustainable investment or finance initiatives:

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

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

The various schools hold a variety of events for student participation and sustainability learning activities.

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

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

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

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

College Outdoors provides the Lewis & Clark College community with access to the spectacular outdoor environments of the Pacific Northwest and beyond in a variety of activities including cross-country skiing, backpacking, whitewater sports, sea kayaking, and hiking. The group also provides on-campus events which include slide programs, films and seminars on outdoor topics.

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

http://www.lclark.edu/programs/college_outdoors/

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

The website URL where information about the theme is available:

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

Environmental Action Living Learning Community teaches and shares these skills with students

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

A brief description of sustainability-focused student employment opportunities:

Student Sustainability Coordinator - Coordinate the Green Fee Fund grant program, Facilities Services Sustainable Operations - focused on operational sustainability issues and projects, Sustainability Council Intern - provides administrative and research support

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

LC has a sustainability website under our About Us page of our Home webpage. This page provides the primary content for our academic sustainability programs with links and brief descriptions to other components of sustainability on campus.

The website URL for the central sustainability website:

<http://www.lclark.edu/about/sustainability/>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

Sustainability Council Facebook page

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

<http://facebook.com/Lcsustainabilitycouncil>

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

Student research is disseminated through various departments websites and semi-annual poster sessions, conferences

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

<http://www.lclark.edu/about/sustainability/>

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

Yes, our green buildings on campus included signage describing the features of the building during construction and occupancy.

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

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

Our dining halls display information on sustainability issues associated with our food service; permanent fixtures on the wall, table tents, a website and brochure.

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

https://www.lclark.edu/offices/facilities/sustainability/natural_resources/food/

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

Yes, signs regarding bee cultivation and native plant projects.

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

<https://www.lclark.edu/offices/facilities/grounds/>

A brief description of the sustainability walking map or tour:

Sustainability features are included on our primary walking tour map. Regular sustainability features walking tours are provided.

The website URL of the sustainability walking map or tour:

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

The Parking and Transportation website includes links to various modes of alternative transportation including bike, shuttle, transit, walking, carpool, and rent-a-car service. Of these links several include guide maps and/or trip advisory services.

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

http://www.lclark.edu/offices/transportation_and_parking/transportation_options/

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

A wayfinding application is available for pedestrians demonstrating walking paths through campus

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

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

A green guide for living was developed for our newest residence hall on campus.

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

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:

There is a regular article in the student paper, the PioLog, called 'Sustainability is Sexy'. There are also regularly event-based or special topic coverage of sustainability on campus.

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

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Earth Term

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

This year, an Earth Month campaign will happen between February and April, examining multiple dimensions of sustainability.

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

This event is generating additional student engagement that currently has only been measured by the increase in participation in events.

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

The name of the campaign (2nd campaign):

Sustainability Incentive Program

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

The Sustainability Incentive Program is directed at student and employees to provide education, outreach, support and incentives for sustainable behaviors. These behaviors include utilizing alternative transportation, reducing resource use, energy efficiency, engagement, etc.

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

The program is in early implementation and measurable impacts are still unknown.

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

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

Employee Educators Program

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

Submission Note:

talk with Janice, Dan, Vanessa

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

Employee Orientation

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

100

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

Sustainability is included in new employee orientation (transportation, recycling, etc). More in depth resources are linked on the HR website for new employees.

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

http://www.lclark.edu/offices/human_resources/new_employees/your_lc/

Staff Professional Development

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The institution holds several events that include training and education components. For example, a sustainability course is included in staff training, Staff Development Days, which is open to all employees.

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Amy Dvorak
 Sustainability Manager
 Facilities

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

The institution is currently working with SOLVE to develop community opportunities to remove invasive plant species and re-plant with natives.

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

Yes

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

The institution is currently collaborating with the City of Portland in its Sustainability at Work program; providing operational assistance, resources and incentives. The City is also participating in a broad program to research and promote non-native plant removal; providing financial resources, technical expertise and participating in educational programs.

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

Yes

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

The institution has partnered with the local Soil and Water Conservation District to develop and implement a multi-year plan to remove non-native plant species and re-plant natives across 137 acres. This effort includes coordinating with multiple regional partners, leveraging various funding sources including regional grants, and promoting ecological health at a watershed scale. The plan includes a stakeholder outreach process, funding strategy and implement process.

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

The institution has been involved in sharing papers and presentations with a variety of other organizations. For example, SCUP presentations on green building technologies/approaches and habitat enhancement, AASHE presentations and local conference planning and networks.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

Oregon Sustainability Coordinators Network, Oregon University System Sustainability Conference, Public Sector Sustainability Coordinators group, AASHE

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

The institution is currently collaborating with other institutions to enhance energy management/controls technology and processes, non-native plant removal, and to enhance water quality.

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

https://www.lclark.edu/offices/facilities/campus_planning/green_building/

Continuing Education

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

This credit was marked as **Not Applicable** for the following reason:

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

Part 2

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

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

Submission Note:

2014 Presidential Honor Roll Application data

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

Number of students engaged in community service:

2,030

Total number of students :

3,504

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

Yes

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

356,122

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

No

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

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

Yes

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

Internal recognition programs, t-shirts, prizes and other awards are provided to employees volunteers.

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

Community Stakeholder Engagement

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

And

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

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

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

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

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

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The institutional strategic plan includes a plan for engagement with community and stakeholders. Additionally, the Alumni Board provides a strong framework for community stakeholder involvement in decision-making.

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

Alumni of Color Advisory committee: alumni, families and communities of color engaged in a meaningful way in outreach

Partnership between Graduate School of Education & Counseling, Admissions, Inclusion and Multicultural Engagement to promote engagement with K - 8.

Law School: Mock Trial supports and coaches students participating in educational opportunity grants includes alumni, legal partners and current law students.

Facilities: L&C Facilities Department and Friends Of Tryon Creek will build organizational capacity and systems needed to engage diverse community members in programming, volunteering, membership and leadership to develop and implement a long-term habitat enhancement project across our shared borders. An important step forward is FOTC's new partnership with the Neighborhood House staffed Markham Elementary SUN School program, engaging 42 low-income students of color and their families in stewardship and experiential learning at TCSNA. To work toward long-term systemic change impacting this project and beyond, FOTC will formally partner with the Center for Diversity and the Environment (CDE) to conduct an Equity, Engagement and Strategy session, engaging FOTC board, FOTC, OPRD and L+C staff and volunteers in developing shared language around diversity, equity and inclusion and strategic direction.

List of identified community stakeholders:

United Way
Black United Fund
Earthshare Oregon

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

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

Participation in Public Policy

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

Yes

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

Earthrise is the nationally-recognized, domestic environmental legal clinic of Lewis & Clark Law School in Portland, Oregon. Earthrise recently settled an environmental law case that may stem the tide of invasive species brought into U.S. waters from international ships. The victory is part of a decade-long battle Earthrise and its clients have had with the U.S. Environmental Protection Agency (EPA).

The Green Energy Institute is a renewable power and policy program created to address legal and policy barriers to distributed renewable energy development.

The Sustainability Council recently advocated to local officials regarding transportation policies and programs to support robust bike networks on local roadways.

The Facilities Services department is working with the City of Portland to develop code standards for composting toilet use on commercial properties. The result will be a code guide that will be used to permit composting toilets throughout the State.

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

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

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

<https://law.lclark.edu/centers/earthrise/>

Trademark Licensing

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

Yes

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

Yes

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

No

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

Hospital Network

Criteria

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

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

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

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

	Yes or No
Business travel	No
Commuting	No
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

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

clean air cool planet campus calculator

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	3,431 <i>Metric Tons of CO2 Equivalent</i>	3,818 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	80 <i>Metric Tons of CO2 Equivalent</i>	82 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	5,084 <i>Metric Tons of CO2 Equivalent</i>	10,150 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	40 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	8,555 <i>Metric Tons of CO2 Equivalent</i>	700 <i>Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

All landscape material is composted onsite unless diseased or invasive.

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

The renewable energy certificates purchased are Green-e certified by a third party, carbon offsets are verified by CAR, VCS or CCB.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,377	1,199
Number of residential employees	7	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	3,264	3,153
Full-time equivalent of employees	1,052	695
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

Earliest, consistently-measured baseline

Gross floor area of building space, performance year:

1,302,383 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	67,905 <i>Square Feet</i>

Healthcare space	<i>2,659 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>0 Metric Tons of CO2 Equivalent</i>
Commuting	<i>0 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>0 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>0 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>13 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>0 Metric Tons of CO2 Equivalent</i>

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

A copy of the most recent GHG emissions inventory:

[2014_LCGHG.xlsm](#)

The website URL where the GHG emissions inventory is posted:

<http://acupcc.aashe.org/>

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

Outdoor Air Quality

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Policies include smoking limited to designated areas, use of equipment during specified times, deliberate and ongoing reductions in natural gas use.

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

Yes

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

Stationary and on-campus mobile air emission sources are accounted for each year and reported to local agencies per their reporting standards.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>2.86 Tons</i>
Sulfur oxides (SOx)	<i>0.11 Tons</i>
Carbon monoxide (CO)	<i>2.40 Tons</i>
Particulate matter (PM)	<i>0.07 Tons</i>
Ozone (O3)	<i>0 Tons</i>
Lead (Pb)	<i>0 Tons</i>
Hazardous air pollutants (HAPs)	<i>0 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>0.16 Tons</i>

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

Reduce natural gas use through improved building maintenance

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

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	Yes

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

Green Globes; Holmes Hall

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

1,302,383 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

52,000 Square Feet

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

1,250,383 Square Feet

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

[219-cap.doc](#)

The date the guidelines or policies were formally adopted:

Jan. 1, 2008

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

All buildings on campus are maintained according to the following practices which disseminate from various sustainability/climate plans, accreditation documents, strategic plans, etc: green cleaning, strategic energy management, local materials/reused materials, sustainable procurement, low voc/emitting materials, recycling/composting, organic land care, Salmon Safe certification, Strategic Energy Management program

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

Through compliance with our Climate Action Plan and ACUPCC reporting, vendor contracts, institutional construction contracts, purchasing policies, annual Salmon Safe reporting, annual strategic plan reporting, accreditation reporting, monthly Strategic Energy Management reporting

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

<http://rs.acupcc.org/search/?abs=&q=Lewis%20%26%20Clark%20College>

Building Design and Construction

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

And/or

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

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

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

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

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

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Holmes Hall - LEED Gold, Green Globes (3)
 JR Howard Hall - LEED Gold
 East, West, Roberts Residence Halls - LEED Silver
 Wood Hall - LEED Gold

Total floor area of eligible building space (design and construction):

56,442 Square Feet

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 Square Feet
3rd Highest Level (e.g. LEED Silver)	0 Square Feet
2nd Highest Level (e.g. LEED Gold)	53,231 Square Feet
Highest Achievable Level (e.g. LEED Platinum)	0 Square Feet

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

	Certified Floor Area
Minimum Level	0 Square Feet
Mid-Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

0 Square Feet

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

0 Square Feet

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

3,211 Square Feet

A copy of the guidelines or policies :

[219-cap.doc](#)

The date the guidelines or policies were adopted:

Jan. 1, 2008

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

L&C's Climate Action Plan established LEED or its equivalent as a working standard for new construction certification. Currently, LEED Gold is the base level required for all new major construction.

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

Compliance with the green building design policy is ensured through the Facilities Services Capital budgeting process. Buildings or building space that is not certified must be documented via the standard for internal purposes.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://rs.acupcc.org/search/?abs=&q=Lewis%20%26%20Clark%20College>

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

1,302,383 *Square Feet*

Gross floor area of building space:

1,302,383 *Square Feet*

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

The institution's indoor air quality program is focused on the use of low-emitting materials in paint, adhesives, cleaning products, wall and floor materials. Additionally, there is a mechanism in place for occupants to register complaints regarding air quality and to audit or monitor air quality when needed.

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

http://www.lclark.edu/offices/facilities/risk_management/

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

33

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

Please see this website:

<http://lewisandclark.cafebonappetit.com/curious/sustainability/local-food/>

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

Please see this website:

<http://lewisandclark.cafebonappetit.com/curious/sustainability/local-food/>

Local and region: numbers reflected in total counts

Organic: The majority, if not all of our farmers, use organic practices when growing their produce. However, none of them sell on the open market,

Seafood: Bon Appetit sources Marine Stewardship Council and/or Monterey Bay Aquarium Seafood Watch Program seafood

Meat: All of our meat is hormone and antibiotic free. The majority of our meats are produced sustainably using humane practices. Our beef is grass fed and free range, as is our chicken. The few exceptions to free range are processed meats such as corned beef or salami, and turkey due to them not being available for us to purchase locally. We try to make as much of our own bologna, salami, and other cured meats in house to counter the lack of availability.

Bottled Water: We are eliminating bottled water in retail outlets and most catering (with the exception of situations where there is not an alternative)

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Food and beverage purchases are tracked by the institution's dining vendor through their sustainable food program.

Total annual food and beverage expenditures:

2,418,000 US/Canadian \$

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No

Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	Yes

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

<http://lewisandclark.cafebonappetit.com/>

Low Impact Dining

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

4

A brief description of the methodology used to track/inventory expenditures on animal products:

7 to 8 % of total purchases is spent on meat and/or animal products

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Vegan options are provided in numerous locations throughout campus everyday.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

'Low-carbon' diet signage, low-carbon events, visits to farms to understand impacts of food markets, etc.

The website URL where information about where information about the vegan dining program is available:

Annual dining services expenditures on food:

2,418,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	123,986 <i>MMBtu</i>	136,134 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	59,500 <i>MMBtu</i>	64,271 <i>MMBtu</i>
District steam/hot water	64,486 <i>MMBtu</i>	71,863 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	1,302,383 <i>Gross Square Feet</i>	1,245,427 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	67,905 <i>Square Feet</i>
Healthcare space	2,659 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	5,216
Cooling degree days	335

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the building energy consumption baseline was adopted:

2005 baseline used as standard where data is available

A brief description of any building temperature standards employed by the institution:

The buildings are set to specific temperature range based on occupancy hours and time of year.

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

LED use: outdoor stadium, indoor gyms, library, some hallway/public space light, some desk lamps, one entire residential hall is lit with LEDs.

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

Motion and light sensors are used in several green building locations/applications.

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

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

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

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

Strategic Energy Management Program, campus-wide commissioning and energy programming

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

The institution utilizes a BAS that tracks energy performance throughout campus. Nearly every building is sub-metered such that a relatively high level of resolution is possible. Many of these systems are able to be monitored and controlled remotely. We are currently revamping a real-time, web-based platform to display energy information.

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

Energy Star rated

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

LED outdoor lighting

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

The institution has 29 Vending Misers installed. These systems reduce the energy use of these machines up to 50%.

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

Strategic Energy Management program

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

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	59,500 MMBtu

Total energy consumption, performance year:

59,500 MMBtu

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

The institution has a 100 kw solar array on campus for which we receive the power however we do not own the green tags for this installation. The institution also hosts a 10 kw carport array and does own the environmental attributes associated with this installation.

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

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

A brief description of the RECs and/or similar renewable energy products:

L&C undergraduate students purchase RECs and carbon offsets to cover 100% of our energy usage each year.

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>137 Acres</i>
Footprint of the institution's buildings	<i>12 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>30 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>95 Acres</i>

A copy of the IPM plan:

The IPM plan :

The grounds department controls pests that are harmful to the health or aesthetic value of the College's plantings in a manner that is cost-effective, safe and environmentally responsible. To accomplish this, the principles of IPM are endorsed campus-wide.

A brief summary of the institution's approach to sustainable landscape management:

The institution utilizes the Oregon Tilth organic land care program, Salmon Safe certification standards and industry best practices related to sustainable landscape management.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

The campus is largely native plants and habitat including several nearby environmental zones, approaching 90% of the total lands. Beginning in late 2013, the institution began a long term process to eradicate non-native species and replace those plants with natives.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Compost all grounds waste: leaves are composted on site, trees/large branches are chipped on campus and used on site, any other material is composted through the waste hauler.

A brief description of the institution's organic soils management practices:

The institution follows the Oregon Tilth organic land care practices.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Landscape materials are locally procured whenever feasible, including the recent building of a student greenhouse on campus.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

The institution intends to infiltrate, through natural methods, stormwater generated on campus, increasing the percent infiltrated over time with new construction and renovations.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Green Logic organic ice melt

A brief description of any certified and/or protected areas:

The entire campus is certified under Salmon Safe. The campus includes some municipally-designated environmental and conservation zones.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<https://www.lclark.edu/offices/facilities/grounds/initiatives/>

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The institution is adjacent to and includes land in conservation and environmental zones designated by the city as well as city and state parks with active restoration projects.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

The institution has assessed the campus for impacts to downstream salmonids through the Salmon Safe assessment process and protocols. This assessment includes annual progress reports and stormwater monitoring.

A brief description of identified species, habitats and/or environmentally sensitive areas:

The institution's most recent assessment included identifying native plant species and sensitive water areas.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Strategies to protect habitat include: reduction in the use of pesticides/herbicides, increasing the percentage of pervious surface, use of Oregon Tilth/organic land care practices, construction and building practices to protect stormwater, increasing/improving native habitat.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

2014 data

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

See full Sustainable Purchasing Policy. Purchase of EPEAT Gold rated computers and monitors, whenever practical.

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

The Purchasing Manager works with the IT department to develop a list of certified products and tracking purchasing.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	353,781.58 US/Canadian \$

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

353,781.58 US/Canadian \$

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

<http://www.lclark.edu/live/files/16648-sustainable-procurement-policy>

Cleaning Products Purchasing

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

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

The green cleaning product purchasing policy, directive, or guidelines:

Green Seal certified products or other low impact, environmentally or resource use benign products, where available and effective when tested.

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

The College purchasing 81% of its cleaning products as Green Seal certified in accordance with standard practice. The College and researched alternatives to the remaining 19% and continually seeks more environmentally friendly products and practices.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

71,738 US/Canadian \$

Total expenditures on cleaning and janitorial products:

88,246 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

No

A brief description of the institution’s low-impact, ecological cleaning program:

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

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

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

https://www.lclark.edu/offices/facilities/sustainability/built_environment/

Office Paper Purchasing

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

See website:

http://www.lclark.edu/offices/business/purchasing_procurement.php

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

The institution's purchasing manager leads this effort; engaging others in education, resource saving techniques, and streamlining processes.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	25,939 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	27,838.54 US/Canadian \$

Total expenditures on office paper :

56,872.70 US/Canadian \$

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Policy and guidelines included on the Purchasing program website:

http://www.lclark.edu/offices/business/purchasing_procurement.php

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.lclark.edu/offices/business/purchasing_procurement.php

Life Cycle Cost Analysis

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

It is not clear whether life cycle costs are used in every department across the institution. Several departments use this approach but it is unknown whether all do.

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The institution's construction contracts include language requiring adherence to LEED Gold standards and Salmon Safe Certification standards.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The institutional bookstore employs strict guidelines for fair labor, etc. This department ensures certain purchases are appropriately screened before they are made.

The website URL where information about the institution's guidelines for its business partners is available:

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

59

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	16
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	10
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

The institution has added an electric vehicle charging station for employee and student use, for a Zipcar, and for an institutional EV.

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

Student Commute Modal Split

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

83

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	17
Walk, bicycle, or use other non-motorized means	64
Vanpool or carpool	8
Take a campus shuttle or public transportation	10
Use a motorcycle, scooter or moped	1

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

The following data sources were used to calculate these percentages: permits sold by type, daily permits sold by type, moto/scooter permit, bus pass sales and campus shuttle statistics. All students not identified in one of these categories was included in walk or bike modes. Residential students walk to class, so those with residential SOV permits were removed from the commuting number and counted as non-motorized. This is a change from previous years' calculations methods and is consistent with STARS methodology.

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

Employee Commute Modal Split

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

29

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	71
Walk, bicycle, or use other non-motorized means	11
Vanpool or carpool	10
Take a campus shuttle or public transportation	5
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	2

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

This information was gathered for an Employee Commute Survey required by local municipal agency and with survey responses from at least 85% of total campus employees.

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

Support for Sustainable Transportation

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Law School, Howard Hall, Rogers, JR Howard, Pamplin

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

Yes

A brief description of the bicycle parking and storage facilities:

Bike facilities are located throughout the institution including, covered, uncovered, locked, etc. All residence halls include long-term storage.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

The institution's academic core is maintained as pedestrian and bicycle corridors with access provided to service vehicles only. The network expands into the residential areas, however some vehicle traffic is also incorporated.

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

No

A brief description of the bicycle sharing program:

A student-run bike sharing program has been funded through by students, but is not actively maintained.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

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

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Shuttle runs seven days a week and is free to all employees and students. We currently offer a 50% subsidy on transit passes for faculty, staff and students.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

'Safe ride home' program is available to the campus community through cooperation with outside agencies.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The institution participates in an internal and external carpool matching programs and offers reduced parking fee for carpoolers.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

ZipCar

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

One electric vehicle charging station is available to the campus community and visitors.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Some employees are able to telecommute, however this program is job/department dependent.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Several employees work four-day work weeks.

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

Yes

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

College owned homes are made available for rent or purchase by staff/faculty.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Bike Commute Challenge, Sustainability Incentives Program

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

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Amy Dvorak
 Sustainability Manager
 Facilities

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	374 Tons	481 Tons
Materials composted	127 Tons	0 Tons
Materials reused, donated or re-sold	12 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	447 Tons	515 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,377	1,318
Number of residential employees	7	5
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	3,483	3,428
Full-time equivalent of employees	752	730
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

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

A 2012 baseline was adopted because that was the earliest available with quality data.

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

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

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

The College maintains a surplus of materials and furniture that are reused primarily by faculty and staff. At the end of the year a clean out is complete through a 'garage sale'.

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

We are currently transitioning all departments to multi-function printers to allow for more electronic work flow processing.

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

Printing is limited for most students.

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

Arc available for students to donate used and/or unwanted goods as well as an appliance take back program run by student volunteers. Additionally, the College maintains a website which provides a space for students to connect and exchange goods on an on-going basis.

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

Recycling education, bottle water reduction initiative, water bottle/mug distribution to new employees/students

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

Food audits have been completed by the institution's dining/food services provider.

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

A proprietary system for tracking and reducing pre-consumer food waste is employed by the institution's dining/food services provider.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Trays are removed from some dining areas at specified times.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Compostable to go containers are no longer approved by our municipality for composting in commercial settings.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Reusable service ware is available in all dining locations.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Discounts are provided in most food service operations for the use of reusable containers.

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

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

Waste Diversion

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

502 Tons

Materials disposed in a solid waste landfill or incinerator :

448 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

A significant efforts have been made in the past three years 1) improve composting by expanding programming to residence halls and departments 2) increase awareness through new employee orientation and new student orientation 3) plan a residential move-out event 4) capture recycling waste streams that have not be identified or recorded in the past 5) donate, sell, reuse a variety of materials 6) improve signage.

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

The institution currently donates usable food to a local organization for under served K-12 student populations.

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

The institution composts approximately 25,000 lbs of food each month from both pre and post consumer waste, this includes a campus wide composting in student and employee kitchens.

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

The institution composts approximately 25,000 lbs of food each month from both pre and post consumer waste, this includes a campus wide composting in student and employee kitchens.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	---
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes

Pallets	---
Motor oil	Yes
Tires	---

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

Construction and Demolition Waste Diversion

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

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

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

9.38 Tons

Construction and demolition materials landfilled or incinerated :

23 Tons

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

LEED building standards

Hazardous Waste Management

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Lewis and Clark College is committed to protecting the safety and health of all employees working with hazardous chemicals. It is recognized that accurate labeling of all containers of hazardous chemicals and the maintenance of current Material Safety Data Sheets (MSDS's) are essential elements when informing employees of known chemical hazards.

It is further recognized that the use of chemicals from unlabeled containers or the use of chemicals for which there is no current MSDS in possession poses an unacceptable risk to the safety and health of College employees.

These chemicals will be limited to the extent feasible.

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

All hazardous wastes generated in the course of educational and operational activities of Lewis & Clark shall be accumulated, stored, and disposed in a manner which avoids discharge to the environment and which meets federal, state, and local regulatory requirements. No hazardous wastes shall be accumulated, stored, or removed from Lewis & Clark premises without prior notification of the Lewis & Clark

Risk Management Coordinator. More specific information regarding disposal can be found here:

<https://www.lclark.edu/live/files/2410>

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

none

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

A database is used to manage all laboratory chemicals.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

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

Institutional material is collected by IT and recycled with Ecobinary

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

The institution recycles e-waste with EcoBinary. Ecobinary's environmental program may be viewed at

<http://www.ecobinary.com/>

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.lclark.edu/offices/facilities/policies/chemical_safety/

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

update for 2014

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	31,702,484 Gallons	33,811,844 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	31,702,484 Gallons	33,811,844 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,231	1,199
Number of residential employees	5	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	3,483	3,153
Full-time equivalent of employees	723	695
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,302,383 <i>Square Feet</i>	1,245,427 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	137 <i>Acres</i>	137 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

Water recycled/reused on campus, performance year:

9,000 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

Non-potable water is reclaimed in JR Howard and diverted to fountains for storage and ultimately for use in irrigation

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

Water metering is employed for some buildings.

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

High efficiency aerators, showerheads

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

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The College maintains a primarily native planting beds and landscape, reducing the need for ongoing irrigation needs.

A brief description of any weather-informed irrigation technologies employed by the institution:

The institution's irrigation system is tied to a weather station that measures evapotranspiration rates and adjusts water use accordingly.

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

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

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The application of LEED guidelines and Salmon Safe certification on campus development has improved the overall awareness of the environmental impacts of new construction and renovation projects. The rethinking of rainwater as a resource has led to innovative solutions regarding storm water management on campus in keeping with the City's goal to manage storm water on-site and reduce overload on city infrastructure. LEED Certified buildings such as Roberts Hall (Residential) and J.R. Howard Hall (Academic), Holmes

Residence Hall have served as model projects incorporating on-site storm water infiltration.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Stormwater management policies and practices are incorporated into our Master Plan, municipal permit requirements, and strategies required to maintain Salmon Safe certification.

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

Rainwater harvesting from one institutional buildings feeds a reflection pool and is used for onsite irrigation.

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

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

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

Wood Hall, Templeton

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

Porous asphalt and pavers are used throughout campus including walkways, parking lots, and patios.

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

A brief description of any rain gardens on campus:

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

The College has a detention pond near Huston Sport Field.

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

Several vegetated swales are used on campus; for example Lower Griswold parking lot, graduate parking lots, etc.

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

Stormwater harvesting for use in decorative fountains and for irrigation, bioswales on several buildings.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

https://webdisk.lclark.edu/planning/WebPageDocs/LC_MasterPlan_CUMP_2009.pdf

Wastewater Management

Criteria

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

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

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Developed cross-school internship course
Green Move Out
Annual Alumni/Employee/Student Networking Event
Annual Faculty Mixer
Sustainability Incentive Program
Habitat Enhancement program
Take Back the Tap
Proxy Voting

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

<http://www.lclark.edu/live/news/13044-lewis-amp-clark-sustainability-council>

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

Michel George, AVP Facilities
Ryan Shannon, Law School student
Carl Vance, VP and CFO
undergrad students
Jay Odenbaugh, Philosophy Faculty
Janice Weis, law staff
Gabe Bishop, common services staff
Damian Miller, grad staff
David Ellis, in house counsel, VP
Amy Dvorak, Sustainability Manager
Vanessa Holmgren, Public Affairs
Janice Schermer, Admissions
Thomas Doherty, grad faculty
Greg Smith, grad faculty
Renata Tirta, International Affairs
Dan Rohlf, Law School faculty

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

<http://www.lclark.edu/live/news/13044-lewis-amp-clark-sustainability-council>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Sustainability resides under Facilities Services but supports the whole campus. This office includes one FTE.

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

1

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Amy Dvorak

A brief description of each sustainability officer position:

Operations-based, community outreach, academic coordination, student groups/activism

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

<https://www.lclark.edu/offices/facilities/sustainability/>

Sustainability Planning

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	---	---
Investment	---	---

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

Strategic Plan - Journey Forward, Accreditation Requirements, Climate Action Plan, The Educational Benefits of Diversity

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

Objective: Promote investigation, debate and action on local, national and global issues affecting ecological, social and economic sustainability.

Work with the deans of all three schools to promote the creation of two to three two- or three-school courses pertaining to environmental studies (e.g., environmental economics and the law, ecopsychology in theory and practice, etc.).

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

Dean, Provost

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

Strategic Plan - Journey Forward, Accreditation Requirements

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

Objective: Promote investigation, debate and action on local, national and global issues affecting ecological, social and economic sustainability.

Work with the faculties in all three schools to establish a campus-wide colloquium series on environmental issues from a multidisciplinary perspective.

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

Sustainability Council

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

Strategic Plan - Journey Forward, Accreditation Requirements

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

Work with the Sustainability Council and relevant deans across the campus to engender greater cooperation among student governments around sustainability initiatives.

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

Dean of Students, Sustainability Council

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

Sustainability Council 2013-14, 2014-15 Strategic Initiatives grant

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

Public engagement program developed specifically around Salmon Safe Certification/Invasive Plant removal, including funding, volunteer events, joint grant proposal and planning.

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

Facilities Services

A brief description of the plan(s) to advance sustainability in Air and Climate:

Climate Action Plan

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

Carbon Neutral by 2020, 30% reduction over baseline by 2012, 7% in the coming year

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

Facilities Services

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

Green Building Policy, Strategic Energy Management

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

Reduce energy use by 30% over baseline period, promote green building technologies and LEED Gold certification or equivalent in all major renovation and new construction. 7% reduction in energy use in 2015.

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

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Sustainability at Work Certification program

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

Procure >75% of all food from local sources, continue to divert edible food for donation

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

Dining Services provider

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

Strategic Energy Management program

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

30% reduction in energy use over baseline in three years, 7% for the coming year

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

Facilities Services

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

draft Grounds Master Plan, Salmon Safe Certification

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

Manage 30% of grounds under Oregon Tilth/Organic Land Care program, near complete eradication of invasive plant species by 2017, increase certification for employees under, increase native tree plantings under the '100 Trees Plans'

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

Facilities Services, Grounds

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

Sustainable purchasing policy and program

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

2013-14 year, develop and implement plans to enhance sustainable purchasing beginning with developing a policy and creating a baseline for products purchased. In 2014, a paper use baseline was developed prior to major programmatic and hardware changes. Goals in the future for paper use include a 50% reduction in 5 years.

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

Purchasing Manager, Sustainability Manager

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

Employee Commute Options program, Master Plan Requirement

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

The Employee Commute Options program requires a minimum 80% employee single occupancy vehicle modal split. Improvements are measured against previous years.

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

Facilities Services, Parking and Transportation

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

Climate Action Plan

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

Reducing waste is a key outcome of the Climate Action Plan, including increasing composting (on and off site), increasing recycling and reducing waste generation over the baseline period

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

Facilities Services

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

Salmon Safe Certification

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

Reduce potable water use and irrigation water use over baseline period. Increase water metering across campus to develop enhanced resolution re: water use and develop metrics for continued reductions.

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

Grounds, Facilities Services

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

Strategic Plan

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

Work with the relevant committees on campus to determine, establish and work toward achieving realistic student, faculty and staff diversity goals. Steps in this effort include assessing where we stand in achieving diversity in our student population; setting achievable goals for increasing meaningful diversity among our students; establishing policies and practices to achieve our goals; allocating the resources necessary to build a student population that best reflects the diverse world into which we send our graduates to live and work.

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

Dean of College, Office of Inclusion and Multicultural Engagement

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

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

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

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

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

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

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

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

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

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability and environmental education is a key theme of the current strategic plan. The theme has specific and measurable objectives for the current year and upcoming years.

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

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Associated Students of Lewis & Clark

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

ASLC elected chairs serve on Board of Trustee committees; President and SAAB chair

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students involved in a formal role in the following activities in the previous three years: accreditation, strategic plan, Sustainability Council, communications processes/committees.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Administrative assembly, two union representative

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Every standing committee must have representation from union staff; Strategic Planning committee, various programmatic committees, capital planning, budgeting process committees, communications teams and capital project prioritization

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Representative to the faculty council, elected reps to standing committees

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Two faculty representative voted by Faculty Council and serve as representatives for the Board of Trustees.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	No

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Primarily through existing committees which review the above areas.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

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

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Bias Policy Committee, Diversity and Inclusion Committee

The Department of Inclusion and Multicultural Engagement (IME) is responsible for leading Lewis & Clark’s efforts toward its commitment to a diverse, inclusive, and multicultural campus community. We engage students, faculty, staff, and community partners to promote an inclusive campus climate; provide academic, social, and programmatic support to students from underrepresented communities; and help students develop a greater understanding of their global citizenship through the intercultural exchange of ideas and traditions. Building and sustaining a truly inclusive community is the work of all of us. At Lewis & Clark, we are here to support in this endeavor.

Office of Inclusion and Multicultural Engagement

IME is responsible for leading Lewis & Clark’s efforts toward its commitment to a diverse, inclusive, and multicultural campus community. We engage students, faculty, staff, and community partners to promote an inclusive campus climate; provide academic, social, and programmatic support to students from underrepresented communities; and help students develop a greater understanding of their global citizenship through the intercultural exchange of ideas and traditions.

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

3

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

https://college.lclark.edu/student_life/multicultural_affairs/about/

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Multicultural Affairs Symposium, discrimination and harassment training addresses cultural sensitivity and competence issues, Staff Development Days, Supervisor Leadership Training, Training for Unions, a variety of multicultural affairs events, symposiums, talks, etc

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

<https://www.lclark.edu/about/diversity/events/>

Assessing Diversity and Equity

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

Submission Note:

emailed janet, waiting for info

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

Not in the last three years, however a new assessment is planned for this year.

Has the institution assessed student diversity and educational equity?:

Yes

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

IN MONITORING AND ASSESSING STUDENT RETENTION AND SUCCESS, WE DO DISAGGREGATE DATA IN OUR ANALYSIS, WHICH INCLUDES ANALYSIS BY RACE/ETHNICITY, GENDER, SOCIOECONOMIC STATUS AND FIRST-GENERATION STATUS.

Has the institution assessed employee diversity and employment equity?:

Yes

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

WE MONITOR THIS ANNUAL THROUGH OUR SUBMISSION OF IPEDS DATA REPORTING.

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

No

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

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

<https://www.lclark.edu/about/diversity/>

Support for Underrepresented Groups

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

Living List
Diversity Events Page
Academic English Studies department
Department of Inclusion and Multicultural Engagement
The Office of Religious and Spiritual Life
Indigenous Ways of Knowing
Multicultural Organizations Seeking an Inclusive Community
Minority Law Student Association
Student Support Services

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

http://college.lclark.edu/student_life/multicultural_affairs/

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

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

Bias Policy Committee

Hate and Bias Motivated Conduct Policy

Policy Statement: The intentional humiliation or intimidation of others motivated by hate or bias based on age, ancestry, citizenship status, color, domestic partner status, ethnicity, gender identity and expression (transgender status), HIV status, marital status, medical condition, national origin, physical or mental disability, race, religious belief or practice, sex, sexual orientation, socio-economic, or veteran status is prohibited. Conduct which may violate this policy includes physical violence or threats of physical violence, vandalism or destruction of property, as well as hate- or bias-motivated speech, slurs, or expressions.

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

<http://www.lclark.edu/live/news/24636-president-glassner-appointing-committees-to-address-bias-policy-inclusion>

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

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

APA Minority Fellowship Program, mentoring for Doctoral Students of Color

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

Affordability and Access

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

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

Yes

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

Lewis & Clark College is exploring the possibility of increasing transfer student enrollment by 50 percent. This will include providing resources for a dedicated transfer counselor and studying policies that could make transfer enrollment more attractive to students. The goal will be, in part, to increase transfer enrollments from local community colleges.

As part of our ongoing recruitment efforts, we bring groups of low income students from underrepresented backgrounds and low income first-generation students to campus for special programs. Many of these students are flown in from out-of-state. All costs associated with attending these programs are covered by the College, and students who attend and are admitted to the College do not have any unmet need in their financial aid awards.

http://college.lclark.edu/offices/admissions/multicultural_recruitment/lead/

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

As of a grant project supported by the Howard Hughes Medical Institute (HHMI), faculty members in the STEM fields will be developing ways to provide more effective support to under-represented students in their classrooms and labs.

Faculty are being asked to consider ways to make the first year Core course more meaningful and engaging for students of diverse backgrounds.

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

As the second phase of our current Howard Hughes grant, L&C is embarking this year on a collaboration between our undergraduate program and our graduate teacher education program to provide after school inquiry-based programs in STEM fields for underrepresented students in five Portland high schools, along with the opportunity for some of these students to participate in summer research with undergraduate mentors on campus.

We are actively involved with Oregon College Application Week, a state-wide program designed to encourage and assist students as they apply for college/university. Our Director of Admissions is a member of the state-wide steering committee.

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

The institution offers substantial financial aid in order to make a Lewis & Clark education affordable to students from diverse socioeconomic backgrounds. This aid is offered in the form of scholarship, grant, work, and loan.

A list of some of our named scholarships for returning students can be found at:

http://www.lclark.edu/offices/financial_aid/scholarships_continuing/

A brief description of any programs to guide parents of low-income students through the higher education experience:

College admissions and financial aid staff regularly provide individualized assistance to parents of low-income students. The Great Expectations program, focusing on first generation college-bound students, includes events and resources for parents of low-income/GE students.

http://college.lclark.edu/student_life/multicultural_affairs/programs/expectations/

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

L&C has assigned admissions counselors to high schools and districts serving low income students, especially in Oregon, California, and Texas. This year we are expanding these outreach efforts.

The Office of Admissions works with Community Based Organizations (CBOs) like YES Prep, Bright Prospect, Black United Fund, etc. to identify appropriate under-served students to apply for admission and enroll at the College. This includes participating in programs to assist students with the college search and application process, inviting and funding low-income students to visit campus, and meeting need in financial aid awards. Among our newer partnerships are FutureConnect in Portland (two years) and Raise (new this year) on the national level.

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

This academic year we have arranged for students with very high financial need to receive advances on their work study jobs so that they can purchase books and other course-related materials at the start of fall semester.

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

This year we are experimenting with a way to target additional financial aid dollars to juniors and seniors who have run short of funds needed to complete their studies.

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

Emergency fund for high-need students who encounter unanticipated costs due to medical or family emergencies.

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

Yes

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

The institution's graduate and law program support non-traditional part-time students. Scholarships provided are listed here:

http://graduate.lclark.edu/offices/admissions/paying_for_graduate_school/scholarships/

https://www.lclark.edu/offices/financial_aid/law/scholarships/

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

The institution is currently considering onsite child care facilities or partnerships to support child care.

A brief description of other policies and programs to support non-traditional students:

<http://college.lclark.edu/live/news/28933>

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

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

	Percentage (0-100)
The percentage of entering students that are low-income	22
The graduation/success rate for low-income students	75
The percentage of student financial need met, on average	86
The percentage of students graduating with no interest-bearing student loan debt	50

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.lclark.edu/offices/financial_aid/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

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

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

1,218

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

1,218

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

Yes

Number of employees of contractors working on campus:

119

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

0

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

The College reviews salaries of current employees at least once a year. Unless specified otherwise in a collective bargaining agreement, adjustments are made at the discretion of the College based upon a variety of factors including, but not limited to, quality of performance, position, duties and responsibilities, experience, qualifications, longevity, labor market conditions, and institutional resources and living wage criteria. Employees of contractors are not covered under collective bargaining agreements. 120% of the local poverty guideline for a family of four was used as the sustainable compensation benchmark. Stipend paid adjuncts are included in this count based on estimated hours worked, however actual hours worked is unknown.

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

Yes

Number of staff and faculty that receive sustainable compensation:

1,218

Number of employees of contractors that receive sustainable compensation:

0

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

Poverty guideline for a family of four in Oregon = \$24,250

120% of that = \$29,100

Hourly rate on that for a full time employee at Lewis & Clark ($29,100/1950$) = \$14.92

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

See HR website, union contracts - link below

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

See HR website - link below

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

See HR website - link below

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

Adjunct faculty are paid a stipend per credit or course taught

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

Students are paid minimum wage or higher

The local legal minimum hourly wage for regular employees:

9.25 US/Canadian \$

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

No

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

Yes

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

Assessing Employee Satisfaction

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

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

As a Lewis & Clark employee you have a number of wellness activities and education opportunities available to you.

Annual Wellness Fair
Professional Wellness Coaching
Health Risk Assessment
Organized Activities

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

http://www.lclark.edu/offices/human_resources/employee_resources/benefits/wellness/

Workplace Health and Safety

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	3	7
Full-time equivalent of employees	752	612

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

2008 is the earliest data available

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.lclark.edu/offices/facilities/risk_management/

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

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

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:

The Operations Committee of our Sustainability Council is charged with proxy voting for investments.

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

Carl Vance CFO
Thomas Joseph Doherty Counseling and Psychology Faculty
undergraduate students
Damian Miller, staff
Moira Domann, staff
Gabe Bishop, staff

Examples of CIR actions during the previous three years:

proxy voting, sustainable investing policy development

The website URL where information about the CIR is available:

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

226,423,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	21.50 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	6,900,000 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Generation IM, City of London, DFA, Mondrian, & PIMCO Developing Local Markets, Common Fund, Dodge, SSGA, T Rowe Price, Vanguard

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[updated-investment-policy-amended-with-esg.pdf](#)

The sustainable investment policy:

<http://www.lclark.edu/live/files/18216-updated-investment-policy-amended-with-esg>

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

<http://www.lclark.edu/live/files/18216-updated-investment-policy-amended-with-esg>

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

A sub-committee of the institutional Sustainability Council jointly votes proxies which are submitted by the CFO/VP.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

The institution does engage in inter-organizational collaborations to share best practices.

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

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

Yes

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

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://www.lclark.edu/offices/business/investments/>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

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

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

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

Composting toiler

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

Lewis & Clark is working with the City of Portland to address barriers to composting toilet installations.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[CodeUL_STARSInnovLetter.docx](#)

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

	Yes or No
Curriculum	No
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No

Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

Habitat Restoration

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

Lewis & Clark, in its 137 acres bordering a state and city park, has begun a five-year process to eliminate 12 invasive plant species and restore native habitat throughout its property. Currently, in its first year, the project focuses primarily on removing the invasive plants species. The following two years, major removal efforts will continue followed by replanting and restorative work in year four and five.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

95 vegetated acres will be restored to natural habitat, this is a \$250,000 project which extends over five years and involved multiple outside partners.

A letter of affirmation from an individual with relevant expertise:

[WMSWCD_STARSInnoLetter.pdf](#)

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

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	Yes

Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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Title or keywords related to the innovative policy, practice, program, or outcome:

Transportation Management

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

L&C is moving to a paperless/permitless transportation management system that will reduce thousands of dollars of paper use and several metric tons of carbon emissions.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[NuPark_STARSInnovLetter-signed.pdf](#)

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

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	Yes
Buildings	Yes
Dining Services	---
Energy	Yes
Grounds	---

Purchasing	---
Transportation	Yes
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Amy Dvorak
Sustainability Manager
Facilities

Criteria

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

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

LED Lighting

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

Lewis & Clark College is actively pursuing LED technology throughout its campus. Specific applications include - LED tube lights to replace T8 fluorescents, screw in bulbs for desk lamps, exterior wall and pole fixtures, unique needs spaces (such as a mat/yoga room) and has fully converted one residence hall to LED.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[CLS_STARSInnoLetter.pdf](#)

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

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	Yes
Grounds	---

Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
