



Portland State University

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

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

Institutional Characteristics

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:

Public

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

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

Submission Note:

Electricity use by source from:

http://www.oregon.gov/energy/pages/oregons_electric_power_mix.aspx

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

Endowment size:

52,300,539 US/Canadian \$

Total campus area:

50 Acres

IECC climate region:

Marine

Locale:

Large city

Gross floor area of building space:

5,199,599 Gross Square Feet

Conditioned floor area:

3,674,409 Square Feet

Floor area of laboratory space:

193,874 Square Feet

Floor area of healthcare space:

4,780 Square Feet

Floor area of other energy intensive space:

227,693 Square Feet

Floor area of residential space:

540,099 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0.54
Coal	33.40
Geothermal	0.12
Hydro	44.70
Natural gas	11.80
Nuclear	2.80
Solar photovoltaic	0.02
Wind	5.20
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	7.50
Fuel oil	0
Geothermal	0

Natural gas	92.50
Other (please specify and explain below)	0

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:

8

Number of academic departments (or the equivalent):

59

Full-time equivalent enrollment:

20,269.71

Full-time equivalent of employees:

2,462

Full-time equivalent of distance education students:

598

Total number of undergraduate students:

23,353

Total number of graduate students:

5,413

Number of degree-seeking students:

24,867

Number of non-credit students:

3,899

Number of employees:

4,068

Number of residential students:

1,997

Number of residential employees:

52

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

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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*.

Submission Note:

Sustainability course identification is considered to be a work in progress. The posted sustainability course inventory is not a complete list of all sustainability courses offered at PSU.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	6,695	3,358
Number of sustainability courses offered	185	45
Number of courses offered that include sustainability	105	61

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

40

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

60

Number of years covered by the data:

One

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

[2013-2014_Sustainability Courses_STARS.xlsx](#)

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

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

<http://www.pdx.edu/sustainability/sustainability-courses>

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

Students are not going to achieve all of the PSU campus wide sustainability learning outcomes or gain a complete understanding of sustainability through one course. Therefore, the question for sustainability course identification becomes what is the most basic concept of sustainability that must be present in a single course's content regardless of the topic area.

To answer this one can think about the inherent nature of sustainability. At its core, sustainability is about interconnectedness or interrelationships between economic, equity, and environmental systems, i.e. the three E's of sustainability. Building from this, one can then identify a sustainability course by looking at its content to see if it identifies and describes the relationship between the course topic and at least 2 of the 3 E's of sustainability. A minimum of 2 is required because it's the articulation of the intersections that define sustainability and not the areas themselves. Therefore if a course identifies and describes the relationships between the course topic and 2 dimensions of sustainability it is sustainability-related. If the content identifies and describes the relationship with all 3 dimensions of sustainability it is sustainability-focused.

This corresponds with the AASHE definitions for sustainability related and focused courses while maintaining interdisciplinary aspects. It also helps deter the notion that a course about equity or the environment is about sustainability.

By focusing on course content only, it also avoids pedagogical questions and assumptions about how much lecture time or coursework is needed to educate students about sustainability concepts or what constitutes a "concentration" in sustainability. Depending on an instructor's style and teaching methods, a course with one strong sustainability module or comprehensive assignment may be more focused on sustainability than a course that weaves sustainability principles throughout. Instead of trying to make this learning outcome distinction through related or focused classifications, we are working on creating sustainability course IDs or tags that correlate to identified sustainability competencies to help students make better choices and be able to select a series of courses can give them a complete and robust understanding of sustainability.

For 2013-2014, a sustainability course rubric and evaluation form (available online at sustainability course inventory website) was created using the criteria of "recognizes interrelationships" and the following levels:

Sustainability Focused - Course content identifies and describes the relationship between the course topic, equity, economy, and environmental dimensions

Sustainability Related - Course content identifies and describes the relationship between the course topic and 2 of the 3 dimensions of equity, economy, and environment

Not a Sustainability Course - Course content identifies and describes relationship between the course topic and 1 of the 3 dimensions of equity, economy, and environment or course topic is only about 1 or none of the 3 dimensions.

To keep the course listings up to date, previously identified courses not offered as of Fall 2012 were removed from the sample and not included in the online course listing.

Sustainability course identification is considered to be a work in progress, and the course evaluation form is a reflection of current best thinking. All identified sustainability courses are subject to review and reclassification as more progress is made and new methodologies are developed. The posted sustainability course inventory is not a complete list of all sustainability courses offered at PSU.

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

Each offering or section of a course was counted as an individual course

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

Excludes By Arrangement sections, Applied Music sections, and non-credit sections such as labs.

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

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

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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:

3,459

Total number of graduates from degree programs:

6,040

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

[Degrees_SustLearningOutcomes_1.pdf](#)

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

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

Campus Wide Sustainability Learning Outcome:

- Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.

Sample Program-Level Sustainability Learning Outcomes:

- The ability to manage, argue, and act legally, ethically, and critically in the society and the environment. This includes collaborative, interdisciplinary, and leadership skills.
- Students will gain familiarity with importance of ecosystems and environments for living systems and will become acquainted with unity and diversity of life.
- Graduates recognize that impacts on social and environmental sustainability must be considered to fully understand business practices.
- Appreciation of the current and historical role of chemistry in the economy, in society, in the environment, and in medicine.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.

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

<http://www.pdx.edu/sustainability/sustainability-education>

Undergraduate Program

Responsible Party

Beth Lloyd-Pool

Program Administrator
Institute for Sustainable Solutions

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):

Community Development

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

The first of its kind in the nation, our undergraduate program in Community Development prepares students for careers as leaders and change agents in addressing myriad social challenges. The Toulan School of Urban Studies and Planning offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) in Community Development.

In these multi-disciplinary, social science programs, students have the ability to customize their focus of study, drawing from the multitude of academic disciplines and departments within PSU's College of Urban and Public Affairs. In addition to coursework, these hands-on undergraduate degrees incorporate significant field research, in which students work with agencies and organizations throughout the Portland metropolitan area.

Community Development is a process in which people act together to promote the social, economic, political, and physical well being of their community.

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

<http://www.pdx.edu/usp/babs-community-development>

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

Environmental Studies

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

Environmental Science at PSU is the study of the interactions between society and the physical, chemical, ecological and biological processes that structure and maintain ecosystems. The Environmental Science and Management program (formerly known as Environmental Science and Resources) offers two undergraduate tracks: Environmental Science and Environmental Studies.

The Environmental Studies track focuses on resource management and policy with study in the natural sciences, social sciences, geography, and environmental policy. The Environmental Studies track is recommended for students who are interested in pursuing careers involving working in agencies or organizations that address problems in the environment.

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

<http://www.pdx.edu/esm/environmental-studies>

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

Environmental Engineering

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

The Bachelor of Science - Environmental Engineering (BSENVE) program provides training for engineers to preserve the natural environment – an especially important part of our culture in Portland and in the state of Oregon. Oregon prides itself on its environmental commitments and efforts toward living sustainably. This degree focuses on the fundamentals of environmental and water resources engineering with recommended tracks in geo-environmental, surface water hydrology and remote sensing, surface and groundwater water quality, groundwater hydrology, or air quality. Many of the required courses in the program are interdisciplinary drawing from the Departments of Chemistry, Mathematics and Statistics, Environmental Science and Management, Physics, Geology and Biology.

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

<http://www.pdx.edu/cee/bsenve>

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?:

Yes

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

Environmental Science and Management Minor in Sustainability

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

The goal of the Minor in Sustainability is to offer Portland State undergraduate students an understanding of the multidisciplinary concepts and practices integral to sustainable living. The Minor has two primary components. The first is to educate the students in a balanced and rigorous manner about the various concepts, theories and methods related to sustainability. The second is to have the students work with a community partner on a project applying sustainability concepts and measures.

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

<http://www.pdx.edu/esm/sustainability-minor>

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

Minor in Sustainable Urban Development

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

Interest in sustainability and urban development has steadily grown in recent years among students. Our urban region has attracted considerable national and international attention and been a center of activity and innovation in addressing the challenges of incorporating the principles of sustainability into its planning and professional practice. The minor in Sustainable Urban Development offers students the opportunity to focus their education on this important and growing field.

The minor in Sustainable Urban Development will provide students with an opportunity to further their understanding in the important issues and challenges in making cities sustainable while providing a foundation for advancing their academic and professional interests in the numerous opportunities emerging in the field of planning and urban development. The School of Urban Studies and Planning is working with other academic units, including Environmental Sciences, Architecture, Geography, Economics and Civil Engineering to provide expanded curricular offerings in topics concerning sustainable urban development. This is the only undergraduate program offered in the Oregon University System with a specific focus on sustainable cities.

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

<http://www.pdx.edu/usp/minor-sustainable-urban-development>

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

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Environmental Management

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

The Masters in Environmental Management (MEM) degree teaches students how to analyze and manage natural environments for human benefit and ecosystem health. The Environmental Science and Management MEM course curriculum is similar to that of the Master of Science (MS) degree. The primary difference in the two degrees is that MEM students must complete a project instead of a thesis

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

<http://www.pdx.edu/esm/mem>

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

Leadership for Sustainability Education

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

LSE prepares graduates for professional careers in sustainability education through the rigorous study of educational leadership and sustainability pedagogy that addresses the importance of ecological systems, bio-cultural diversity, social and economic justice, and multicultural perspectives.

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

<http://www.pdx.edu/elp/lecl>

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

Master of Urban Studies

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

The Master of Urban Studies (MUS) program is a 52-credit graduate program that gives students skills to study and interpret urban phenomena from a variety of viewpoints, also suitable for employment by public agencies, private firms, and non-profit organizations. Since the core curriculum of the MUS program mirrors that of the Urban Studies Ph.D. program, MUS students can make a relatively easy transition into the doctoral program, if they apply and are accepted. In any case, the MUS program is academically focused on researching the urban environment.

Students in this program delve into such things as problems associated with growing social and economic inequalities between different places and population groups within the metropolitan region; environmental problems related to the prevailing pattern of urbanization; and the lack of effective institutions of regional governance.

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

<http://www.pdx.edu/usp/degrees/ma-degrees/mus>

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

Earth, Environment, & Society Doctoral degree

<http://www.pdx.edu/environment/esr-phd-program>

Master of Business Administration

<http://www.pdx.edu/gradbusiness/mba-portland-state-university>

Master in Real Estate Development

<http://www.pdx.edu/usp/master-real-estate-development-mred>

Ph.D. in Urban Studies

<http://www.pdx.edu/usp/doctoral-degrees>

Master in Sociology

<http://www.pdx.edu/sociology/masters-program>

Doctoral Program in Sociology

<http://www.pdx.edu/sociology/doctoral-program-sociology>

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):

Graduate Certificate in Sustainability

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

Students will gain an understanding of the major theories and concepts related to the key dimensions of sustainability, and conduct in-depth studies of sustainable development strategies and techniques used in the public and private sectors.

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

<http://www.pdx.edu/sustainability/graduate-certificate-in-sustainability>

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

Master of Public Administration: Global Leadership and Management Specialization

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

As public sector organizations experience the effects of globalization, public leaders increasingly require a solid grounding in global theory and practice. The global leadership and management specialization (15 credits) within the Master of Public Administration (MPA) program uses multidisciplinary and multicultural lenses to provide students with an understanding of responsible leadership and to prepare them for a career with an international nonprofit or governmental agency. The specialization supplements the MPA curriculum by adding a global perspective to prepare students for public leadership in a highly dynamic and interconnected world.

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

<http://www.pdx.edu/hatfieldschool/global-leadership-specialization>

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

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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:

Portland State University offers a number of sustainability immersive experiences, ranging from international studies programs, to general education requirement capstone programs, and internships. Example programs include the following:

* Environmental, Cultural + Economic Sustainability Program in Beijing, China

https://vikingsabroad.pdx.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10102

* Sustainability and the Environment in Monteverde, Costa Rica

https://vikingsabroad.pdx.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10166

* Living Systems Immersion: Sustainability & PDC in the Peruvian Andes

https://vikingsabroad.pdx.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10282

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

<http://www.pdx.edu/ed-abroad/>

Sustainability Literacy Assessment

Responsible Party

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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.

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

Incentives for Developing Courses

Responsible Party

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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 Sustainable Neighborhoods Faculty Curriculum Workshop focuses on sharing strategies to integrate sustainability-related content, assignments, and community-based projects into classes, with a specific emphasis on ways that PSU can better support local neighborhoods in advancing their sustainability goals.

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

This workshop offers faculty two opportunities to access professional development funds. First, participants who complete the one-day workshop will be awarded \$500 in professional development funds. Second, participants who incorporate sustainability content and campus- or community-based sustainability assignments/projects into a course will be awarded an additional \$500 in professional development funds for a course syllabus submitted to ISS.

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

<http://www.pdx.edu/sustainability/sustainable-neighborhoods-faculty-curriculum-workshop>

Campus as a Living Laboratory

Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

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	---
Buildings	---
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	---
Investment	---
Public Engagement	Yes
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 brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

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:

The Campus Sustainability Office partnered with the Sustainability Leadership Center (a network of student volunteer task forces) and a graduate student in the business school over a year's time to evaluate current dining services practices and purchases, identify improvement opportunities, and produce a report of recommendations.

Several tangible results have emerged from this work including a much more transparent and efficient tracking tool to better understand the source and quality of foods purchased, a pilot project in our food court aimed at increasing organic options for students and a comprehensive report that will serve as the foundation for an action plan to make food systems more sustainable at PSU.

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:

Small Changes, Big Impact: Behavioral Change / Energy Conservation. This project was a partnership between our student sustainability scholars, our utility manager, and sustainability staff. It aims to learn about the changeability of people's behavior as a result of both education on sustainable options and requests to individuals to make sustainable decisions. This project also aims to compare the energy costs of swing doors vs a revolving doors, and the impact of swing door usage on PSU's library's overall energy consumption. The initial analysis has been completed and a summary report is now being produced. The group conducted hour long collections of revolving vs. swing door usage before and after the placing of signs encouraging revolving door usage. The plan was to tally the number of people entering the library via revolving door and via swing doors for two weeks. The first week of sampling served as control, where no signage was placed and during the second week of sampling, signs were placed requesting people to use the revolving doors and informing them of their energy saving potential.

This project could make a strong case for the future preference of revolving door construction vs swing doors. Most importantly, this project could demonstrate the environmental impact of simple efforts to change people's behavior and could be applied to other areas on campus (turning off monitors, correct waste container usage, etc). Finally, this project could serve as a model for using research and monitoring to advocate responsibly for sustainable choices.

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:

PSU hosts a collection of student-focused gardens that offer opportunities to learn about plant care, habitat restoration, community building, food production, cultural diversity, and much more. These spaces cultivate a sense of place, social networks, and appreciation of the natural systems that sustain us. You can find out more here:

<http://www.pdx.edu/sustainability/campus-gardens>

Campus Gardens include:

Community Garden

Community Orchard

Grazing Gardens

NASCC Living Rooftop Garden

[STARS Reporting Tool](#) | [AASHE](#)

Oak Savanna
Shattuck Hall Ecological Learning (SHEL) Plaza
Permaculture Demonstration Garden
SRTC Native Garden
Learning Gardens Laboratory

In particular, an area of grassland on campus serves as an example of indigenous plant species and the regionally endangered "oak savanna" landscape. The area is used by multiple faculty as an outdoor classroom to learn about native species and habitats. Maintenance and restoration efforts have been a partnership between students, faculty and staff.

The Learning Gardens Lab supports academic achievement, leadership development, and local sustainable food systems by providing multicultural, interdisciplinary, inter-generational, and experiential garden-based education for public school students and their families, university students, and community members. Find out more here:

<http://www.pdx.edu/elp/learning-gardens-laboratory>

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:

The student leader of our campus Take Back the Tap chapter also sits on a multi-stakeholder Sustainable Drinking Water Task Force (SDWTF) which aims to reduce bottled water purchasing on campus. Resulting from her involvement in that group, she decided to focus her thesis on drivers for purchasing bottled water in one campus building. She surveyed departments who were purchasing bottled water services asking about perceptions of water quality and barriers to drinking from the tap. She followed up by testing tap water throughout the building for a variety of potential hazards and plans to share test results with survey respondents as well as our Facilities Department. This work will provide valuable information on how the SDWTF can better target education and outreach to further reduce bottled water consumption as well as important information regarding campus water quality for our facilities department.

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:

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:

Waste Audit Living Lab Experience (WALL-E) is a collaboration between staff in the Campus Sustainability Office (CSO), volunteers from PSU's student group the Waste Reduction Task Force (WRTF), the Institute of Sustainable Solutions (ISS), and faculty and students from a variety of disciplines at Portland State University. The program connects CSO staff with various classes to conduct comprehensive waste audits across campus. WALL-E provides snapshots of recoverable materials needlessly being sent to the landfill, assists in the development of targeted educational campaigns aimed at encouraging resource conservation, and directly supports PSU's waste reduction and climate action goals. From an educational aspect, the program provides a deep analysis of waste management and community-based social marketing with suggested readings, discussion questions, and activities. The WALL-E team develops instructional content that can be fully integrated into courses or selectively used as inspiration for lesson plans.

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:

A team of students and a faculty adviser from the Engineering Department recently worked with the Campus Planning Office and the Facilities Department as clients to inventory campus storm water flows and opportunities for improved storm water management. The work resulted in a comprehensive report outlining significant findings, as well as recommendations and potential strategies for improving the quality and reducing the quantity of storm on campus. The plan was submitted to the Campus Planning Office for review and will be a valuable tool in the next iteration of a campus storm water master plan.

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:

During 2014 significant time was spent to convene stakeholders and build a process for executing strong living lab projects -- This process in and of itself became a Living Lab exercise in Coordination, Planning, & Governance.

Living Lab projects partner students and faculty with sustainability staff to make measurable progress on campus sustainability goals. These collaborations are already taking place, but vary in quality and impact. The purpose behind developing a process, and a team to shepherd that process, was to build more opportunities for high quality student and faculty engagement that would be seen as an asset the staff involved.

The team that was assembled represented the staff perspective, the student perspective and also the administrative perspective. This team also have key capacities such as assessment, partnership development and curriculum design. Through a series of conversations, the team developed a two-step process to endorse projects and then to sponsor them. The endorsement is a less labor intensive process than sponsorship, and acknowledges the accomplishments of the project and the design. The sponsorship application can only be completed after endorsement has been received, asks more in depth questions and also allows for budgeted items. The team is currently in the process of piloting and assessing the process with a few projects, and also is working towards developing an awareness and engagement campaign that could help cultivate more interested in Living Lab projects.

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:

PSU's Social Sustainability Month features four weeks of events that explore the connections between social and environmental issues and celebrate equity, diversity, and cultural tradition. The Sustainability Leadership Center works with faculty and students to develop events to create a more inclusive sustainability community by dismantling positions of privilege, highlighting marginalized perspectives, and encouraging collaboration among people from diverse backgrounds.

For example, The Storysharing and Service Project was a class project created by Dr. Judy Bluehorse Skelton. The event explored the ethno botanical and bio cultural connections between the indigenous peoples of the Pacific Northwest and Oak Savanna ecosystems. Guests learned about historical and current uses of native plants and trees, and had the opportunity to interact with community leaders. Presenters shared the processes and challenges of managing complex ecosystems in urban environments.

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 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:

Two Living Lab Projects were initiated that benefited both our university neighborhood and Portland State through public engagement:

Parklet Project: The project initiated as a collaboration between the SoMa EcoDistrict (PSU is w/in this district), PSU's School of Architecture and Institute for Sustainable Solutions. Designs were developed in a partnership between the School of Architecture and SoMa EcoDistrict, which received approval from the City of Portland in May, 2014 to become the first public parklet in the city. The SoMa Parklet is a project to create an attractive public gathering place for downtown Portland's South of Market Street (SoMa) neighborhood. A parklet is a small space serving as an extension of the sidewalk to provide amenities and green space for people using the street. Our parklet design carefully incorporates environmental considerations, from stormwater management to the use of reused and sustainable materials. It also incorporates different seating styles — low benches with tables, high tables with stools, and high-back benches for longer term seating options. The parklet's plants were chosen to complement the appearance of the adjacent food carts and feature a series of species including tall plants and low ground cover with different blooming seasons to create a seasonally changing landscape within the parklet. Most importantly, this community gathering space is made for everyone, being both ADA-compliant and wheelchair accessible. More info here:

<http://www.pdx.edu/sustainability/solutions-blog/soma-parklet-project-gets-green-light>

ReUse Fair: The fair was organized and hosted by students in a Senior Capstone course in collaboration with the SoMa EcoDistrict, the PSU Campus Sustainability Office, and the Institute for Sustainable Solutions to study and promote creative waste diversion methods on a neighborhood scale. Students worked closely with residential and commercial buildings in the SoMa neighborhood to collect donations of furniture, office supplies, household goods, books, and clothes. The class also developed a Reuse Fair how-to guide to encourage SoMa and other districts in Portland to host regular reuse swaps. More information here:

<http://www.pdx.edu/sustainability/news/capstone-students-host-reuse-fair-campus-and-community>

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:

Campus Land use Planning - Montgomery Green St. Report done by students?

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

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

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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:

173

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

331

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

38

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:

[2013-2014_Sustainability Research Faculty.pdf](#)

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

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

Sustainability research faculty either self-identified via a campus-wide email or were identified as sustainability research funding recipients. Associate, assistant, adjunct, and full professors were included as researchers.

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

November 2013 found David Sailor, director of the ISS-funded Green Building Research Laboratory and professor of mechanical engineering, scaling a ladder to the rooftop of a soon-to-open Walmart store in North Portland. The giant 92,000-square-foot roof was essentially going to be Sailor's lab for the next two years. In the months that followed that initial ascent, Sailor led the installation of scores of sensors and a weather station that will collect data to inform an improved future for the ecoroof industry. The Walmart rooftop features 40,000 square feet of vegetative roof installed in three separate sections—each devoted to testing different aspects of ecoroof design, such as materials and soil depth. The remaining 52,000 square feet of white membrane rooftop will also be monitored by sensors, providing an opportunity to deliver side-by-side comparisons on factors including surface temperature, water flow, and building operations. Data collected from the Portland store's roof will be compared to similar data collected on a Walmart ecoroof in Chicago, providing a comprehensive view of ecoroof performance in various conditions.

The website URL where information about sustainability research is available:

<http://www.pdx.edu/sustainability/sustainability-research>

Support for Research

Responsible Party

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

Criteria

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

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

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

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

Yes

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

The Sustainability Scholars program offers competitive awards of \$5,000 for four consecutive years to incoming freshmen in the University Honors College who are interested in pursuing undergraduate research with a focus on urban sustainability. Sustainability Scholars meet regularly as a group with their faculty mentor, Assistant Professor Olyssa Starry, to discuss, research, and implement ideas to make the Portland State campus more sustainable. They are encouraged to pursue sustainability-related internships, and agree to pursue a senior thesis on a sustainability-related topic.

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

<http://www.pdx.edu/sustainability/sustainability-scholars>

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

Yes

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

The Institute for Sustainable Solutions is helping advance three research focal areas at PSU - Urban Sustainability, Ecosystem Services, Social Determinants of Health - with the goal of making our region more equitable, resource efficient, and economically vibrant. The Institute provides support for faculty research in sustainability by offering convening services, research grant proposal development support, administrative support, and matching and direct research funding as well as funding for student research positions, services, supplies, memberships and travel.

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

<http://www.pdx.edu/sustainability/funding-criteria>

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:

PSU's promotion and tenure guidelines state:

"A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in research and published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member's responsibilities...It is strongly recommended that the following items be considered in evaluating research and other creative activities:

d. Contributions to the development of collaborative, interdisciplinary, or interinstitutional research programs are highly valued. Mechanisms for evaluating such contributions may be employed. Evaluating collaborative research might involve addressing both individual contributions (e.g., quality of work, completion of assigned responsibilities) and contributions to the successful participation of others (e.g., skills in teamwork, group problem solving).

f. Effective participation in disciplinary or interdisciplinary organizations' activities should be evaluated in the context of their involvement of state-of-the-art knowledge and impact on peers and others. For example, this participation might include serving as editor of journals or other learned publications, serving on an editorial board, chairing a program committee for a regional, national, or international meeting, or providing scholarly leadership as an officer of a major professional organization.

Evaluation of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum).

Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can:

- use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems.

In cases where a faculty member is involved in interdisciplinary teaching and/or research, evaluation must be solicited and provided by all appropriate academic departments."

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

<http://www.pdx.edu/oaa/promotion-and-tenure-information>

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

Yes

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

The PSU library provides course and subject guides and has a sustainability history special collection for sustainability research and learning.

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

<http://pdxscholar.library.pdx.edu/sustainability/>

Responsible Party

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

49

Number of divisions covered by a policy assuring open access to research:

49

A brief description of the open access policy, including the date adopted and repository(ies) used:

PSU's Institutional Repository, PDXScholar, contains over 6,000 items created by PSU faculty, students, and staff, including but not limited to journal articles, technical reports, conference papers, research data, theses and dissertations, and books.

The purpose of PDXScholar is to provide open access to PSU scholarship to researchers throughout the world via the Internet. By default, materials deposited into the repository are open access, which means anyone on the web can access them. In addition, repository materials are protected by copyright, with all rights reserved by the copyright holder. As an alternative to reserving all rights, authors are encouraged to consider licensing their works under a Creative Commons License, under which they can preserve those rights that are most important to them (e.g., proper attribution,) and at the same time explicitly grant to readers certain other rights chosen by the author to be used at the reader's discretion (e.g., copy, distribute, display, or perform the work.) For additional information, see PDXScholar copyright/authors rights.

A copy of the open access policy:

The open access policy:

Introduction

PDXScholar, a service of Portland State University Library, is a digital repository and publication platform designed to collect, preserve, and make accessible the scholarly output of Portland State faculty, students, staff, and affiliates.

PDXScholar is also a platform for sharing primary materials curated by Portland State University Special Collections and University Archives.

This document outlines policies and guidelines regarding the submission of content to PDXScholar, including submission criteria, author and user rights, and procedures for removing posted content.

Mission

PDXScholar provides free open access to Portland State University scholarship. PDXScholar brings together the varied and diverse Portland State University scholarly output in one digital space, enabling the University to effectively promote the ideas produced by Portland State University scholars for the benefit of prospective students, current students, prospective faculty, current faculty, alumni, and others.

The Collection

Currently, PDXScholar includes research and scholarship produced by faculty, schools, departments, institutes, center, student groups and programs at Portland State University. In addition, PDXScholar recognizes academic excellence by highlighting the work of graduate and undergraduate students at the University.

Collection development priorities include:

original student research

faculty scholarship, including gray literature (unpublished or in-process manuscripts), previously-published articles from scholarly journals, chapters in books, conference papers and select presentations

Portland State University institutional documents, such as conference proceedings, programs and other ephemera

high-quality, peer-reviewed journals edited by Portland State University faculty and students

Author/Creator Rights

Authors who submit their content to PDXScholar retain the copyright to their work, unless they have explicitly signed it away in a copyright transfer agreement with a third party. The Library asks authors to grant a non-exclusive distribution license (license can be found as appendix), which allows the Library to distribute the work through the repository.

When submitting material to PDXScholar content owners will have the option to set conditions on the re-use of their materials by affixing a permission and copyright license statement, such as a Creative Commons License (

<http://creativecommons.org/licenses/>

), to their work.

A user who shares copyrighted materials with other members of the Portland State University community or the general public affirms that s/he either owns the copyright to the published object or has obtained permission from the copyright owner to publish the material.

Editorial

The Library reserves the right to accept or reject any content, in part or in whole, posted to PDXScholar.

The website URL where the open access repository is available:

<http://library.pdx.edu/tag/open-access/>

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

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

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

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*.

Submission Note:

<http://www.pdx.edu/honors/sustainability-scholars>

"---" 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:

28,500

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

Sustainability Leadership Center (SLC)

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

28,500

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

The Sustainability Leadership Center's mission is to be an accessible hub that integrates sustainability with the student experience through transformational learning opportunities. The SLC is built around four core student leadership programs: The Sustainability Volunteer Program (SVP), EcoReps, Student Sustainability Leadership Council (SSLC), and an internship program. The SLC also hosts initiatives and campaigns with departments and student initiatives across campus to create a web of opportunities for student leadership development through programs, events, and projects.

SLC programs are led using a peer-to-peer mentoring model that forms connections between student leadership, sustainability education, and learning organization theories. With support from the Sustainability Leadership and Outreach Coordinator, six student staff and one graduate assistant offer students opportunities to take part in creative sustainability-focused initiatives that benefit the PSU campus and surrounding Portland community. Each SLC program is unique in terms of learning focus and leadership processes. Together, the core SLC programs offer a web of opportunities for students to develop their own unique sustainability leadership identities while creating momentum toward campus sustainability goals.

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

Students may apply for a variety of opportunities in the SLC:

Student Staff (paid positions): Students apply for one of seven student positions. Six of these positions are paid hourly, and one is a graduate assistant position with tuition remission. Positions are posted online and shared through campus networks. Interested applicants submit resumes and cover letters and are selected by a committee of students and staff.

Sustainability Volunteer Program (SVP) - Students apply for one of up to twenty five volunteer positions offered for fall, winter. Participants commit to 2-4 hours per week of service for at least one term in one of five task forces: Gardens, Cultural, Communications, Food Systems, and Waste Management. Applicants select a first and second choice of task force and are placed in a task force after attending orientation. Link to online application:

<http://www.pdx.edu/sustainability/svp-application>

Student Sustainability Leadership Council - Students are selected to represent strategically-identified campus partner initiatives and organizations from across PSU. Examples of partners include: Campus Recreation, United Indian Students in Higher Education, Food Action Collective, EcoReps, Associated Students of PSU, the School of Education, Multicultural Center, Environmental Club, the Campus Sustainability Office, and Food Action Collective. In 2013-14, 15 organizations are represented. Delegates attend one two hour meeting every other week to influence the direction of sustainability at PSU, network and share initiatives, connect with administration, practice leadership skills, and organize a quarterly student craft market. Link to online application:

<http://www.pdx.edu/sustainability/sslc-application>

EcoReps - Student residents apply for one of up to 15 positions in fall term and commit to participating in EcoReps for fall, winter and spring term. EcoReps commit to 2-4 hours of service per week for the academic year. Link to online application:

<http://www.pdx.edu/sustainability/ecoreps-application>

Interns - Internships are generally offered to students who are current or past participants in SLC programs (SSLC, EcoReps, SVP). Position descriptions are distributed through the SLC newsletter which is sent to all program participants. Internships are offered for 1-3 terms; students may request to continue their internship each term with decisions made by the SLC Coordinator and student mentor based on performance and learning. On occasion, internships may be offered to a student leader for one term to work on a specific project with the SLC Coordinator or student staff.

Field Trips - Each term, one field trip is planned by the SLC Graduate Assistant. Current SLC program participants are given first priority registration, and then spots are opened to the general campus community. Students apply via RSVP to email invite. Past field trips have included visits and service at Mercy Corps, Portland Development Commission, Edible Portland, EcoTrust, Growing Gardens, The Rebuilding Center, Yoga on Yamhill, Awakenings Wellness Center, and Hopkins Demonstration Forest.

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

Prior to the start of the academic year, incoming SLC student staff participate a week-long training. The first day is co-facilitated by the past year's student staff and the SLC Coordinator. The second day of training allows outgoing and incoming student staff to discuss the prepared transition/legacy binder that has been created by the outgoing staff member. This day is also a time for the students to meet with key campus partners (ex: Housing staff, Dining Services, Waste Management Coordinator, faculty partners).

The rest of the week focuses on trainings that will help the students be successful in their positions. Topics include:

- Position expectations and goal setting
- Values, mission, and vision
- Organization charts for the university
- Partnerships
- Overview of programs
- Lessons learned by outgoing team
- What is sustainability to us?
- Leadership training with Civic Leadership faculty and SLC Coordinator
- Supporting students in distress with Director of Counseling Services
- Facilitation with university faculty
- Cultural Competency and Anti-oppression Training with Womens Studies faculty
- Sexual Assault Awareness with director of Womens Resource Center
- Campus Sustainability Tour with SLC Coordinator
- Paperwork and organizational processes with support staff
- SLC Learning Outcomes

Prior to the start of the academic year, student staff work with the SLC Coordinator to identify their own learning goals for the year as sustainability leaders. These goals are revisited throughout the year. Student staff are encouraged to attend conferences and professional development that pertain to their positions and goals.

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

This program employs one full-time Coordinator, a 20 hour/week Graduate Assistant (out of the Leadership for Sustainability Education Graduate Program) and six additional hourly 10-15 hour/week student positions. The SLC is funded through a \$155,000 recurring grant from the university through the James and Marion Miller Foundation grant which is administered through the Institute for Sustainable Solutions.

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

Student Leaders for Service (SLS)

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

28,000

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

SLS is the center for service leadership and volunteerism at Portland State University. SLS is most known for its group of 20 students that serve with community partners in Portland and work to connect the PSU community to volunteer opportunities. Additionally, SLS also facilitates monthly and annual days of service, plans several alternative break trips, and coordinates the Alder Elementary mentor program.

Students have opportunities to participate in a variety of programs with various levels of commitment:

Short term/one day service opportunities:

- Portland State of Mind Service Day
- MLK Jr. Day of Service
- Earth Day of Service
- Serve Your City: Group Service Day!

Longer term/more than once a month:

- Alder Mentor Program
- Village Building Convergence
- Alternative Spring Break

Committed for the academic year:

- Student Leaders for Service Members
- Interfaith Leadership Team
- MAPS Mentors

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

Students are recruited through the following process:

- Positions are widely publicized to the entire university
- Online application, see attached SLS description. Both SLS and Interfaith members have to maintain a 2.5 undergrad/3.0 grad GPA and take at least 6 undergrad/5 grad credits.
- Interviews by Coordinator and Student Lead and Americorps VISTA volunteer)

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

Student Leaders for Service (SLS) is designed to intentionally build students' leadership capacity and civic engagement skills by serving and learning with non-profit and community organizations in the Portland metropolitan region. SLS members serve as a key link between the university and the community, making manifest PSU's motto: Let Knowledge Serve the City.

Trainings for student educators:

- Orientation and retreat at the beginning of the year
- Weekly meetings that incorporate a mixture of leadership development and skill building
- Leadership conference 1x/year

For the MAPS mentors:

- Orientation at the beginning of each term

Student Leaders for Service Member Learning Outcomes:

- Student participants will become increasingly self aware, reflective and ethical leaders that promote social change within their various communities.
 - Students will critically reflect on engagement experiences
 - Students will increase their understanding of issues underlying social problems; students will understand themselves as agents of social change
 - Students will have a heightened understanding and value of personal difference and commonality
 - Students will sharpen their abilities to solve problems creatively and work collaboratively
- students will serve as leaders for increased community engagement with PSU students, faculty & staff

Student Leaders for Service Community Partner Outcomes

- SLS member placement and programming will assist Community Partners in having increased assistance to broaden delivery of existing services or to begin new ones
 - SLS member will aid Community partners in having additional approaches to solving problems
 - Community partners will have increased access to resources (be made aware of ways to partner with CBL courses, additional PSU volunteers, and get projects completed through service days)
 - SLS member placement and programmatic involvement will assist in diversifying the community partner setting, therefore increasing appreciation for personal difference and commonality
- Day of Service Participant Outcomes
- All service learning programs/experiences are structured around best practices informed by service-learning theory.
 - Students involved in a service-learning program will critically reflect on the community engagement process.
 - Students involved in a service-learning experience will demonstrate increased awareness of social problems underlying our community.
 - Students involved in a service learning experience will report increased awareness of and value in diversity
 - Service-learning participants will collaborate with others.

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

The office receives funding for a full time staff person, 2 student leads, 3 days of service, the orientations for the leadership programs and a small marketing budget and Oregon Campus Compact membership from Student Fees. This year the university was also able to support funding of an Americorps VISTA volunteer.

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

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

28,000

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

At Portland State University, we consider our campus a laboratory for sustainable practices and we're eager to share what we're up to by providing campus tours to groups interested in learning more about our green campus operations.

Students, as well as staff and community partners, may apply to take a tour by completing an online to request. Advance notice of at least two weeks prior to the date of the tour is preferred.

Tour specialties that can be chosen are:

- Green infrastructure: Focus on green buildings, district energy systems and other campus sustainability initiatives.
- Transportation: PSU is the city's most active transit hub and a hive of bike commuters.
- Built environment: Tour LEED-certified buildings and learn about PSU's green building strategy.
- Student initiatives and projects: Students at PSU often lead the way in sustainability. This tour focuses on some of their changemaking work
- Native plants and campus gardens: From the native plant gardens to a community orchard, PSU is proud of its green spaces.
- Cultural sustainability: Visit centers and spaces around campus that focus on the intersections of cultural, social and environmental issues.
- A little bit of everything: The general tour that touches on the many aspects of sustainability taking place at PSU.

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

Students work from within existing programs on campus to either lead sustainability tours or incorporate sustainability into existing campus tours. Full time staff also participate as tour guides.

Students who lead tours include:

- Orientation leaders
- Ambassadors
- Cultural Sustainability Coordinator
- Volunteer Coordinator
- Garden Coordinator

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

Students receive training for their positions prior to the start of the academic year that focuses on:

- The basics of giving a tour and public speaking
- History of PSU
- Information about the PSU campus which includes sustainability highlights
- Student demographic information

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

Because tours are provided through existing programs, no additional funding is needed to implement sustainability tours.

SLC Staff - Funding provided by the Institute for Sustainable Solutions

Orientation Leaders - Funding provided by Enrollment Management and Student Affairs

Ambassadors - Funding provided by Enrollment Management and Student Affairs

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

Community Garden Coordinator, Associated Students of PSU Sustainability Director, University Honors

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

28,000

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

Community Garden Coordinator - This student position manages the PSU Community Garden in partnership with University Housing and Residence Life (UHRL). The Garden hosts 50 plots that can be tended by individuals living on campus.

Associated Students of PSU (ASPSU) Sustainability Director - This position includes sustainability in student government activities.

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

Garden Coordinator - A position description is distributed through UHRL networks.

Sustainability Director, ASPSU - Appointed from within the Student Senate annually

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

Garden Coordinator - Students are selected based on prior knowledge. No formal training is provided.

ASPSU Sustainability Director - Students are selected based on prior knowledge. No formal training is provided.

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

Garden Coordinator - \$100 leadership award is provided per term through Residence Hall Association.

Sustainability Director, ASPSU - \$300 leadership award provided per term through the Student Fee Committee

University Honors - Multiple \$5,000 scholarships provided annually by the Institute for Sustainable Solutions

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

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

<http://www.pdx.edu/rha/community-garden>

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Criteria

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

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

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

Submission Note:

<http://www.pdx.edu/about-portland-state>

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

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

100

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

PSU Sustainability has attended all student resource fairs for incoming students from 2008-2013. At these events, we provide sustainability and recycling information as well as an opportunity for new students to sign up for opportunities and student newsletter. The video shown to all incoming students includes information about transportation options.

Each September, PSU Sustainability has a variety of tables at our annual Party in the Park. This event is held during new student week and exposes incoming students to student groups and departments on campus. We are able to provide similar resources to students as at orientations. This event is generally very effective for our offices.

We also provide composting at this event through PSU Recycles! The green bins make a great statement and expose new and returning students to our composting options.

During New Student Week (Viking Days), the Sustainability Leadership Center offers a variety of events. In fall 2013, these events were:

- Native Plant Walk and Talk
- Campus Sustainability Tour
- Sustainable Home Ec food preservation class
- Garden Work Party
- What's in your Everyday Products? workshop
- Portland Urban Hike

Other orientations initiatives:

- Sustainability staff offer a table at Move-in Weekend with Housing
- Sustainability information provided in all move-in packets
- Sustainability information included in campus tours
- Campus-wide email sent about PSU's Chinook Book app with coupons for local and sustainable businesses
- Sustainability resources and information included in Student Handbook (student planner)

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

<http://www.pdx.edu/admissions/personal-tours>

Responsible Party

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Criteria

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

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

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

Submission Note:

<http://www.pdx.edu/sustainability/sustainability-education>

"---" 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	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes

<p>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</p>	<p>Yes</p>
<p>Other co-curricular sustainability programs and initiatives</p>	<p>Yes</p>

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

PSU has a strong student sustainability movement. Students are engaged in sustainability leadership on many levels, and this is reflected in the broad range of student groups and organizations working on sustainability issues. Here are some of our most active groups:

Net Impact - Through the Masters Program in the School of Business Administration. Students participate in leadership, networking, projects, and conferences. Students network with a national organization.

Food Action Collective - Advocates for and educates about healthy food. They address power and privilege, social justice, and connections between humans and nature. They have taken students to agricultural labor campus to better understand our food system, hosted a food conference, and led workshops sharing how students can grow their own food.

Divest PSU - working to switch our investments to socially and environmentally responsible organizations. They engage in public outreach, education, and are meeting with PSU's Foundation.

Associated Students of Portland State University (ASPSU) - works on a variety of sustainability-related campaigns and projects which include the student food pantry, food issues, funding for higher education, equal rights, and more. The ASPSU Senate has designated a sustainability representative who participates in forming partnership with the university's sustainability departments and student groups.

Green Roots cafe - provides healthy, local, vegetarian and vegan food options to fellow students. The Café is a cooperate that operates through student fees and is student-managed with support from an advisor.

Environmental Club - hosts events and volunteer opportunities for students and organizes a variety of events and campaigns throughout the year. Hosts the annual Earth Day festival.

Take Back the Tap (TBTT) - As a committee within the Environmental Club, TBTT advocates for healthy, sustainable drinking water options on the PSU campus. They have installed more than 20 water bottle refilling stations at PSU and participate in the Sustainable Drinking Water Task Force.

More student groups can be found at the link below.

The website URL where information about student groups is available:

<http://www.pdx.edu/sustainability/green-student-groups>

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:

PSU has a variety of gardens that fit the description requested for this credit.

Community Garden - The Community Garden holds more than forty student spaces that are allocated to individual students who live in PSU's residence halls. The garden features a large wheelchair-accessible plot, shared toolshed, native plant demonstration, and sandbox play area. The garden also has a three-step composting system and organizes a variety of garden workshops.

Native Garden – The Environmental Club has managed a native garden since the 1990s. The garden strip runs along an entire city block and is located next to a well-used sidewalk. The garden features plants that are found in Oregon, a nurse log, signage indicating the names of most plants, a dry streambed, and a nurse log with mosses.

Learning Garden – The Learning Gardens Laboratory (LGL) is a 12-acre garden education site located in Southeast Portland that provides K-12, university students and community members hands-on and place-based education in sustainable gardening, healthy nutrition, and permaculture. Education at LGL supports improved academic achievement, leadership development, and the development of sustainable local food systems. Established in 2005, LGL exists as a unique partnership between Portland State University, Portland Public Schools, Portland Parks and Recreation, and Oregon State University Extension Service.

The Learning Gardens Lab serves as model of community-based education focused on a hands-on and practical learning tool: the garden. Through garden-based education and outreach, this site serves Lane Middle School students, PSU students, SUN Program participants, Community Transition School students, OSU Extension Service horticulture students and Master Gardeners, and more.

Graduate students enrolled in Portland State University's Leadership in Ecology, Culture and Learning (LECL) Program facilitate weekly garden-based science curriculum for Lane Middle School students in collaboration with our science teacher partners from Lane. Over 200 Lane Middle School students from diverse racial, cultural, and socio-economic backgrounds receive instruction each week; they learn through direct, hands-on experience the process of growing and harvesting food, the science of cooking with whole foods, and the importance of good nutrition and eating habits. Perhaps most importantly, students learn to appreciate the interconnection and complexity of our natural world.

Graduate Assistants from the LSE program also coordinate a Multicultural Family Learning Garden for Lane Middle School families who are learning to grow their own food. In addition, PSU Graduate Assistants and interns harvest produce from LGL and deliver it to Lane Middle School where it is distributed to families who need it through our partnership with the Lane SUN (Schools Uniting Neighborhoods) School. PSU also offers senior Capstone service-learning classes in partnership with LGL including Environmental Education through a Native American Lens, Grant Writing for the Environment, Sustainable Food Systems, and Learning Gardens and Civic Affairs. Additionally, many PSU courses require Community-Based Learning and our site is one where these volunteer hours can be fulfilled. In addition to these educational opportunities, our partners from Oregon State University's Extension Service demonstrate sustainable, organic gardening techniques at LGL through the Organic Gardening Certification Program, and train and mentor students from the Community Transition Center, a Portland Public School on site, in horticulture.

Permaculture Demonstration Garden – Along the west side of Smith Student Union, students maintain a demonstration garden which shares ecologically-sustainable land management practices. The garden includes groundcovers, native plants, a pathway, and other "permaculture-friendly" plants.

Native American Student and Community Center (NASCC) - This rooftop garden highlights native medicinal plants with ethnobotanical significance to the Pacific Northwest's indigenous communities. Signage highlights historical and contemporary uses of native plants.

Oak Savanna - South of Science Research and Teaching Center, the Savanna includes 5 oak trees and one pine tree. Additionally, the space is home to native plants which include camas, lupine, grasses, poppies, and yarrow. The space is used as an educational classroom and includes a small meeting area comprised of tree stumps.

Shattuck Ecological Learning Plaza - This outdoor research laboratory is home to two separate scientific experiments: a series of vertical growing systems ("living walls") and a steep-sloped green roof.

The vertical growing systems, set at different angles around the southern end of the Plaza, were designed and built by students in the Department of Architecture and the Green Building Research Lab. The walls were outfitted with several planting and irrigation systems by local firms, including Solterra, Nevue Ngan and Tournesol. Through a \$40,000 grant from Metro, the regional government agency, and support from PSU, monitoring equipment powered by solar arrays are collecting data to research water usage, storm-water management, temperature and other important factors. Metro's goal is to utilize and share this research as part of their continuing efforts to promote low-impact development practices throughout the Portland region. What's more, the data collected by the equipment will soon be made available on the Plaza's web site.

The experimental steep-sloped green roof at the northern end of the Plaza is a testing model that will inform the design and planting of a much larger steep-sloped green roof to be built atop the new Oregon Zoo Conservation Discovery Zone. Designed and built by PSU architecture and Green Building Research Lab students, the model in the Plaza features three bays, each with a different sub-structure. One is a steel terrace system designed by PSU students, another includes a commercial-grade substrate, and a third has soil only. A flow meter will provide information about water runoff, absorption and trans-evaporation of each system. The goal is to identify the system that retains plants and soil and allows for maximum absorption and minimal storm-water runoff. This test roof will be monitored for approximately two years before construction of the full-scale building begins.

The Plaza is enhanced by demonstration gardens featuring drought-resistant native and non-native plants, pervious cobblestone paving and innovative seating created by PSU architecture students. Stop by to see these experiments in progress!

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

<http://www.pdx.edu/sustainability/campus-gardens>

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

Green Roots Cafe - The Cafe offers healthy, sustainability-minded food and is managed by students.

Green Roots' Core Values:

Inclusion: To serve a diverse customer base reflective of the campus community.

Nourishment: To serve fresh, delicious, and nutritious vegetarian food.

Affordability: To maintain prices that are lower than elsewhere in the Portland area for similar value.

Education: To provide educational opportunities that align with the mission.

Sustainable Sourcing & Practices: To source goods and supplies that meet the established sourcing criteria, and maintain practices that contribute to social, ecological, and economic sustainability.

Other student organizations listed above are also student managed.

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

<https://www.facebook.com/greenrootscafe>

A brief description of the sustainable investment or finance initiatives:

None

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:

PSU hosts many events related to sustainability each year. Events with an asterisk are student-governed.

- Social Sustainability Colloquium
- Social Sustainability Month*
- PSU CleanTech Challenge
- Solutions seminars with experts from around the world (throughout the year)
- Urban Ecological Research Symposium
- Research to Action Symposium
- Weekly transportation seminars
- Bicycle workshops
- Regional Livability Summit
- Multnomah Food Policy Summit
- Portland State of Mind events
- Elevating Impact Summit
- Seminars are held in Environmental Science and Transportation Departments
- Ecosystem Services Partnership Conference
- Village Building Convergence*

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

<http://pdx.edu/sustainability/events>

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

Social Sustainability Month
Village Building Convergence
Native American Heritage Month
Earth Days
Earth Day of Service*
Alternative Spring Break*
Campus Conservation Nationals*

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

<http://pdx.edu/sustainability/events>
STARS Reporting Tool | AASHE

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

PSU's Outdoor Program was established in 1966 and offers a wide variety of programs, including trips and equipment rentals. Through the Outdoor Program, students have the chance to enhance their academic careers through leadership development opportunities and through finding affordable ways to escape and meet fellow students. In addition to providing outdoor trips, the Outdoor Program also manages PSU's climbing center, an equipment rental center, and a volunteer program.

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

<http://www.pdx.edu/recreation/outdoor-program>

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

PSU has a year-long, interdisciplinary, first-year experience course called Freshman Inquiry. Sustainability is currently 1 of 8 themes that Freshmen can choose among to fulfill this portion of their general education requirement. Sustainability is also a learning outcome for all undergraduate students.

In 2008, PSU received a \$25 million challenge grant, the largest gift ever given to the university. The administration chose to put that funding toward sustainability research, innovation and education across majors and disciplines.

The website URL where information about the theme is available:

<http://www.pdx.edu/unst/freshman-inquiry-sustainability>

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

Sustainability Honors Program
Sustainability Volunteer Program
EcoReps
Student Sustainability Leadership Council
Campus Conservation Nationals
Social Sustainability Month
Village Building Convergence
Community Skill Share
others...

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

<http://www.pdx.edu/sustainability/students>

A brief description of sustainability-focused student employment opportunities:

PSU offers many opportunities to prepare for a sustainability-focused career. These include:

Career counseling with a sustainability focused career counselor -

<http://www.pdx.edu/sustainability/pathways-to-sustainability-careers>

Careers in Sustainability page -

<http://www.pdx.edu/sustainability/pathways-to-sustainability-careers>

Current opportunities page -

<http://www.pdx.edu/sustainability/current-opportunities>

Internship program -

<http://www.pdx.edu/sustainability/sustainability-internship-program>

Off-campus opportunities -

<http://www.pdx.edu/sustainability/off-campus-opportunities>

Graduate Assistant positions -

<http://www.pdx.edu/ogs/graduate-assistantships>

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:

PSU has offered the graduation sustainability pledge since 2009-10. Students can sign via the online form or in person during the commencement ceremony.

"Join more than 4,000 PSU graduates who have taken the Graduation Sustainability Pledge. Together, we can make a positive difference in our communities and create a better world."

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

<http://www.pdx.edu/sustainability/pledge>

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

Student newsletter: Sent to over 2,000 students each month, the newsletter shares opportunities, news, interviews, and other great resources.

Chinook Book mobile app: Available to all students, staff, and faculty, the app shares 60 great coupons to local and sustainable businesses. The app also shares sustainable living information that includes city bike maps, articles, videos, sustainable living tips, and more.

Reuse communities: Through Facebook and the PSU Switchboard, students can post and respond to opportunities and physical items. This builds a community of reuse.

ReUse Room: Located in Crame 180, this is a free office supply exchange program. Items are donated from departments and can be taken by students, staff and faculty. The ReUse Room also includes reusable mugs and other valuable items.

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

<http://www.pdx.edu/sustainability/students>

Outreach Materials and Publications

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

Criteria

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

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

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

Submission Note:

"---" 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	Yes
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	Yes

A brief description of the central sustainability website:

pdx.edu/sustainability includes information about current sustainability news, projects, research and operations, and displays 3 main categories: "research", "education" and "action", as well as upper level tabs with more information.

The site includes the Solutions Blog, current news items, and links out to all the related sustainability offices on campus. People can also sign up for the e-newsletter, or connect via social media from this main site.

The website URL for the central sustainability website:

<http://www.pdx.edu/sustainability/>

A brief description of the sustainability newsletter:

The Institute For Sustainable Solutions publishes monthly e-newsletters that go out to 4,700 recipients. When signing up, individuals can opt to receive the student, staff and faculty, or community-focused newsletter. The newsletter features sustainability news, internship opportunities, events, and a "Green Campus Spotlight" column from the Campus Sustainability Office that highlights sustainable operations efforts, as well as a "Green tip of the month" that highlights a sustainability action everyone can take to help make our campus more environmentally friendly.

Most content is culled from

<http://www.pdx.edu/sustainability/news>

<http://www.pdx.edu/sustainability/events>

<http://www.pdx.edu/sustainability/current-opportunities>

and the Solutions blog.

The website URL for the sustainability newsletter:

<http://www.pdx.edu/sustainability/news>

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

Our Sustainability at Portland State Facebook page shares news and events from around campus related to sustainability. It covers topics from research, student projects, events, operations, and others. Additionally, we maintain a twitter handle, @sustainablepdx, which has more than 4,750 followers, and tweets updates and content similar to that of our Facebook feed, but to a much broader and more national audience. Sustainability at PSU also maintains a LinkedIn group, aimed at alumni, which has 383 members.

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

<https://www.facebook.com/PSUSustainability>

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

- Student research projects are showcased on the pdx.edu/sustainability website.
- Students are encouraged to apply for travel grants through the Institute for Sustainable Solutions to present research at conferences.
- Students may present at PSU's Annual Campus Sustainability Celebration, Undergraduate Research Conference, Student Leadership Conference, and Urban Ecological Research Symposium. Students are also encouraged to submit presentations to the annual AASHE conference and bi-annual Oregon Higher Education Sustainability Conference.

Students are encouraged to submit ideas for campus sustainability research projects through the PSU Living Lab program. Research opportunities and internships are posted to the Current Opportunities page and publicized to students via social media and the email newsletter.

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

<http://pdx.edu/sustainability>

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

Here are some of the sustainability areas with signage.

Engineering Building

Epler Hall

One of the goals of Epler was to make stormwater management interesting and engaging for the public. As a result, the system was designed to be visible and interactive. The "show" starts when it begins to rain. Rain falling on the roof is directed to several river-rock "splash boxes" in the public plaza. From there, water travels through channels between the brick pavers in the plaza to several planter boxes. The water is filtered as it passes through the planters before entering a large underground storage tank. The water from this tank is then treated with UV light before returning to the surface for use in the public toilets and irrigation. Epler's stormwater harvesting system was awarded a \$15,000 Emerging Technology Grant from the City of Portland Office of Sustainable Development's G/Rated Program. It reduces the building's need for municipally-treated potable water by approximately 110,000 gallons annually, saving PSU roughly \$1,000 each year.

Shattuck Hall

PSU Project Manager: Jennifer Sharp, Facilities and Planning

Design: SRG Partnership

Construction Management/General Contractor: Howard S. Wright Construction Company

Funding: \$13.7 million in State Authorized Deferred Maintenance Funding

The renovation and upgrade of seismic, heating and cooling, electrical, plumbing and communications systems in Shattuck Hall have been completed and the 95 year old building that originally served as an elementary school is now home to ten general classrooms, the Department of Architecture, a computer lab, wood and metal shops, a fine-art foundry, and the Campus Public Safety Office (CPSO). The very successful deferred maintenance project is an inspiration for future PSU and State of Oregon projects, especially with its potential for achieving Gold LEED Certification from the US Green Building Council. Fitting features for Shattuck Hall, also the home of PSU's Department of Architecture, include spaces where the inner-workings of building systems are visible by design giving students actual working examples of innovative construction elements and remodeled components.

Campus Loop

PSU Project Manager: Mark Fujii, Facilities and Planning

Design: Winzler and Kelly

Construction Management/General Contractor: Fortis Construction

[STARS Reporting Tool](#) | [AASHE](#)

Funding: \$17.5 million in State Economic Stimulus Funds

Building upon the work completed in Phase I, Phase II of the Campus Steam & Chilled Water Loop will further expand and connect partially networked and stand-alone heating and cooling systems into centralized plants and add emergency power backup for essential operations. The project is scheduled for completion by end of August 2010.

- Science 2 to Millar Library and Millar Library to the East and to the West Heating Plants: replacement of and addition of new runs to connecting the campus buildings to the network of steam, condensate return and chilled water piping.
- Science 2 to Cramer Hall: installation of chilled water piping to connect the two central cooling plants housed in Science 2 and Cramer Hall.
- Peter W. Stott Center to Shattuck Hall: construction of a new tunnel completing the steam and chilled water loop that connects the core buildings surrounding the South Park Blocks. The construction of this tunnel will also serve as a future distribution point the inclusion of campus buildings on the eastside of SW Broadway Avenue.
- Science 2: installation of a new chiller and cooling tower that will add capacity to allow for future planned buildings and expansions.
- Cramer Hall and University Service Building: installation of backup generators in each building to provide emergency power to the campus buildings where uninterrupted service is essential.

Each of these installation areas also has an educational sign to show the location of campus loop infrastructure, its cost, and what the end results of upgrades will be.

Science Research and Teaching Center (SRTC)

PSU Project Manager: Mark Fujii, Facilities and Planning

Design: IDC Architects (Division of CH2M Hill)

Construction Management/General Contractor: Hoffman Construction

Funding: \$26.3 million in State Deferred Maintenance Funds and \$19 million in State General Funds, Bonds, Federal Funds, and Economic Stimulus Funds.

This project is a combination of SRTC building infrastructure upgrades and the expansion and modernization of labs and teaching space resulting in the Science and Research Teaching Center. Included in the infrastructure improvements are seismic and code upgrades, electrical, plumbing and HVAC upgrades. Included in the modernization improvements are expansions and remodeling of labs and teaching space, and the addition of a new hazardous waste handling facility. Completion of the project is targeted for May of 2011.

There are multiple locations for finding green building features information. We are working to consolidate this information so it is more accessible to students, staff, faculty, and the community.

<http://www.pdx.edu/recreation/sustainability-0>

<http://www.pdx.edu/sustainability/greening-our-campus>

<http://www.fap.pdx.edu/AECS/index.php>

http://www.pdx.edu/sites/www.pdx.edu.recreation/files/media_assets/PSU%20asrc%202009.10.05.Broc

[hure.pdf](#)

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

<http://www.pdx.edu/planning-sustainability/green-buildings-at-portland-state>

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

The Viking Court in our student union features signage that indicates whether items are organically or conventionally grown. Local products are listed as such, and we feature brands that are well known for their sustainability efforts. Those efforts are also highlighted on signage. All utensils, napkins, plates and coffee cups offered through Dining Services are compostable and labeled. Although we still have a long way to go in the Food Court with offering sustainable foods, progress is being made. A large poster in the cafeteria seating area shows the state of Oregon with icons depicting geographical locations of food purchased within the state. A centrally-located bulletin board also includes information about sustainable food purchases and states Dining Service's commitment to sustainable practices. Examples of highlighted practices include 100% cage free eggs, Country Natural Beef, a reusable mug discount, and the Green Threads program which offers a reusable to go container option for dining guests.

Victors at Ondine is Campus Dining Services' first zero-waste lunch option for students. The Court features trayless dining and plates that encourage smaller portions as well as a compost drop off for residents who have signed a composting contract. Victors purchases a variety of sustainably-produced foods that include Portland Roasting Company. Victors displays a large poster of Oregon with icons depicting local producers at the entrance of the cafe. Other posters show bike delivery by Portland Roasting and images of fair trade coffee production.

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

<http://www.campusdish.com/en-US/CSW/PortlandState/Sustainability/>

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

We have limited signage about sustainable grounds-keeping except for in our garden areas. Our general landscaping areas (ex: the Park Blocks) do not have signage yet.

We have installed signage at a variety of bioswales, at the Community Garden, at our newly-installed Oak Savanna student project south of the Science Research and Teaching Center, and in our student-run Grazing Garden. Signage about permaculture and student initiatives has also been installed in the heart of campus at the Montgomery Permaculture Garden.

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

A brief description of the sustainability walking map or tour:

[STARS Reporting Tool | AASHE](#)

PSU re-designed our sustainability walking tour in 2011. The map includes campus stops such as the PSU BikeHub, water bottle refilling stations, permaculture gardens, LEED certified buildings, stormwater mitigation features, and Electric Avenue. Sustainability offices and the Student Ambassador programs also offer regular guided sustainability tours by request.

Here is a short video about PSU's Green Campus tour created by a PSU student ambassador:<http://www.youtube.com/watch?v=oUTF7MJdnmI>

The website URL of the sustainability walking map or tour:

<http://www.pdx.edu/sustainability/sites/www.pdx.edu.sustainability/files/GreenCampusMap.pdf>

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

Information packets are part of new student & employee orientation process. Contains university specific information, Kit includes: where to find bike parking, buying transit passes, bike/transit map of city, how to take bike on transit, neighborhood specific maps, streetcar, information about PSU bike hub. Generally available at orientation.

Information is provided at new student orientation, on all campus tours, and through campus outreach through Transportation and Parking Services. Every year, PSU hosts the Bike to PSU Challenge in May to encourage alternative transportation.

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

<http://www.pdx.edu/transportation/>

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

Transportation & Parking Services (TAPS) gives out the most up-to-date maps and reference materials (from TriMet, the City of Portland and some that they have created in office) to pedestrians/cyclist that are specifically for pedestrians/cyclist education and navigation purposes. Last year, TAPS put together an email that went out to all new students with a concise list of handy Transportation Options links and references.

Additionally, a lot of information is available to everyone online.

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

<http://www.pdx.edu/transportation/>

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

The PSU EcoReps program uses Community Based Social Marketing to promote sustainable living and offer learning experiences/handouts throughout the year at events, in person, and door-to-door.

A green living guide was designed and distributed by students to each building floor in 2012. This guide is being migrated to a new, in progress sustainability website on the main housing website.

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

<http://www.pdx.edu/sustainability/sustainability-leadership-center>

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:

PSU's student newspaper features regular articles about sustainability. These are not through a specific column, but the topic is covered at least once per week. The Vanguard publishes a special Earth Days issue each April.

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

<http://psuvanguard.org/>

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

PSU Sustainability offers the Graduation Sustainability Pledge for all graduates of PSU. Starting on August 15th, 2009, all graduates have been given the opportunity to take a sustainability pledge stating:

"I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

They received a green ribbon for their graduation gowns. The ribbons made a distinct impact on the look and feel of graduation.

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

<http://www.pdx.edu/sustainability/pledge>

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

Yes

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

The Sustainability Communications Team provides a sustainability at PSU Bookmark for New Employee Orientation, given through the HR department. This covers how to connect to sustainability efforts on campus, as well as individual actions new employees can take to lessen the University's impact. Additionally, sustainability staff present about sustainability during each employee orientation.

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

https://prezi.com/nzwst7rnggh_/new-employee-sustainability-presentation/?utm_campaign=share&utm_medium=copy

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):

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

Heather Spalding

Sustainability Leadership and Outreach Coordinator
PSU

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

<http://psuvanguard.com/news/psu-ecoreps-prepare-for-campus-conservation-nationals/>

<http://www.pdx.edu/news/psu-competes-national-conservation-challenge>

<http://www.pdx.edu/sustainability/solutions-blog/conservation-conversation>

<http://www.pdx.edu/studentaffairs/emsawinter-division-meeting-2013>

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

Yes

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

Yes

The name of the campaign (1st campaign):

Recyclemania and Campus Conservation Nationals

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

Campus Conservation Nationals (CCN) is the largest nationwide electricity and water reduction competition on college and university campuses. PSU has hosted a challenge since winter 2011 and joined the national CCN campaign in winter 2013. As of winter 2015, all ten PSU residence halls will compete to reduce electricity and water usage.

EcoReps hosted events for student residents such as a candlelight dinner in Victor's dining hall, Logical Laundry, Conservation Conversation with tea and snacks, an e-waste drive, and many others. Partnerships with other student organizations were formed and strengthened through event co-sponsorship.

Baseline water and electricity usage data were submitted for a 2-week period preceding the competition window, and then weekly electricity and water meter readings were put into an online dashboard provided by CCN for each of the three competition weeks.

PSU placed within the top 10 nationally for energy reduction during the winter 2014 competition.

Recyclemania Campaign:

Brief description of the campaign:

PSU participates in a variety of campaigns, as you will read about in the other credit forms. We have chosen to focus on our recycling campaign for this credit. If more information is needed to receive full points, we can provide additional information.

PSU enters the Recyclemania competition (

www.recyclemania.com

) each year. This is a ten-week competition between universities across the country to see who can collect the largest amounts of recyclables, the least amount of trash, and achieve higher recycling rates. The competition included the entire campus, and outreach happened through weekly updates in the campus newspaper, tabling, themed events, websites, residence hall and dining specific outreach, sharing results and tips, and other means to target behavior change in regards to recycling and waste minimization.

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

Campus Conservation Nationals:

<http://buildingdashboard.net/pdx/#/pdx//>

<http://www.pdx.edu/sustainability/news/green-campus-spotlight-conserving-win>

Student-led programming in the 3 participating residence halls yielded the following reductions, compared to the baseline period:

Number of kWh saved:

1st: Broadway 17,933 kWh 11% reduction
2nd: Ondine 4,869 kWh 6.6% reduction
3rd: Stephen Epler 1,044 kWh 4.6% reduction
Total 23,906 kWh | 10,900 lbs CO2 | \$1,912

Number of gallons of water saved:

1st: Stephen Epler 45,650 gallons 18.9% reduction
2nd: Ondine 20,160 gallons 2.9% reduction
3rd: Broadway 9793 gallons 1.8% increase
Total 56,018 | \$854.60

Recyclemania:

Recyclemania increased awareness of the recycling and waste management programs on campus, how to recycle correctly, and how to produce less waste on campus. Open reporting of results and data were made available to the campus community. The entire student population as well as staff and faculty participated. We finished 45th out of 148 universities in the Waste Minimization category with an average of 34.8 pounds of waste generated per person over the 10 week competition. That represents a reduction in per capita waste generation of 11.13 lbs from the 2007-08 campaign. We also finished 41st in Food Service Organics standings with 2.38 pounds of organics composted per person.

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

<http://pdx.edu/sustainability/recyclemania>

The name of the campaign (2nd campaign):

Enrollment Management and Student Affairs (EMSA) division-wide sustainability initiative

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

Over forty departments participated in a year-long professional development and departmental practices initiative within EMSA in winter 2013. A baseline survey was taken by all departmental coordinators and directors. The winter division-wide meeting focused on sustainability, and other professional development was offered. In addition, an online resource guide was developed and shared. At the completion of the initiative, each departmental head took the survey again. Positive changes were measured in many measured categories.

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

We were most successful in positively changing behaviors in the following areas:

- Recycling and composting
- Healthy offices

The following areas experienced less change. They identified what types of barriers existed to change.

- Energy conservation
- Event planning
- Purchasing: paper and printing, office supplies.

Specific areas that can still be improved:

- Choose fair trade, direct trade, and organic coffees, teas, and snacks
- Energy conservation - Departments have little control here.
- Transportation.
- Water conservation - Departments also have little control over this.
- Marketing

We also learned about many other practices that were not included in the measurement from our open-ended questions. Examples:

- Purchasing event flowers from minority, woman-owned business
- Seeking diverse leaders to discuss sustainability issues
- Participate in Bike to PSU Challenge

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

<https://sites.google.com/a/pdx.edu/enrollment-management-and-student-affairs-ems-sustainability-resource-guide/>

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

Employee Educators Program

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

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:

University employees in Fall 2013: 4,068 . Source: PSU Office of Institutional Research & Planning Factbook, http://www.oirp.pdx.edu/source/fact13f/4_09.pdf

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

Employee Orientation

Responsible Party

Molly Bressers

Program & Outreach Coordinator

Campus Sustainability Office

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:

A day-long new employee orientation takes place twice each month. During orientation, a representative from sustainability staff speaks to the group for 10 minutes and presents a Prezi highlighting sustainability on campus. All new employees also receive a bookmark highlighting sustainability resources and five best practices that all in the PSU community can do to support sustainability.

Additionally, sustainability information and resources have been incorporated into the online Human Resources new employee on-boarding materials.

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

<http://www.pdx.edu/hr/new-employee-onboarding>

Staff Professional Development

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

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 :

Sustainability tours educate about the sustainability features of our campus.

Presentations on recycling, energy conservation are offered by the campus sustainability office.

The Climate Champions program offers a departmental best practice certification and education framework, including an assessment. Working to become a Climate Champion department offers sustainability knowledge development as well as professional development for participating staff.

The monthly Sustainability E-newsletter goes out to interested staff, and includes highlights on campus sustainability initiatives, programs, and research, as well as ways for the campus community to get involved.

Employees can find sustainability-related orientation information in the Human Resources Toolbox, and receive a brochure on becoming involved with sustainability during new employee orientation.

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

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

<http://www.pdx.edu/planning-sustainability/your-actions-matter-be-the-change>

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

Fletcher Beaudoin

Sustainability Partnerships Director
 Institute for Sustainable Solutions

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:

Portland State University engages with more than 1,000 community partners annually. These partnerships range from very formal and institutional in focus with the local transit agency to very small scale partnership between individual faculty and community partners that engage students in a local stream restoration project. It would be impossible to list the range and scope of all of these partnerships. These partnerships all touch on the various dimensions of sustainability.

Organizations across campus supply opportunities for businesses and organizations to get involved with PSU, often furthering their own sustainability goals while providing valuable research opportunities for students and faculty.

Here is a sampling of partnership opportunities:

Community Environmental Services

A student-staffed organization, Community Environmental Services (CES) has more than 20 years of experience working with local governments, organizations and businesses to institute efficient recycling, waste reduction and resource sustainability programs. CES has worked with the Port of Portland, New Seasons Market, the City of Portland, Nike, and many others.

Green Building Research Laboratory

Funded by the Institute for Sustainable Solutions and the Oregon Built Environment and Sustainable Technologies Center (Oregon BEST), the Green Building Research Lab is equipped with state-of-the-art equipment for research, testing and evaluation of green

building materials and practices. The lab offers several options for industry partners to connect—from equipment rental to joint research projects.

Impact Entrepreneurs

The PSU's Impact Entrepreneurs program supports social entrepreneurship through leadership training, field studies, mentorship programs and the Social Innovation Incubator, which provides startup resources to nascent nonprofits and businesses working to address social issues.

Urban Sustainability Accelerator

This program, housed at the Nohad A. Toulan School of Urban Studies & Planning, pairs experts in Portland—both on- and off-campus—with city leaders and developers from mid-sized cities around the country who are wrestling with their own sustainable development projects.

TREC, the Transportation Research and Education Center for Portland State University

TREC is based at PSU and home to researchers studying multiple aspects of transportation including electric vehicles, bike, pedestrian and transit infrastructure and technology-assisted transportation systems.

Cascadia Ecosystem Services Partnership

Cascadia Ecosystem Services Partnership (CaESP) provides a hub of strategic assistance, communication, and support to promote a shared direction for ecosystem services work in the Cascadia region, especially Oregon and Washington.

Sustainable Neighborhoods Initiative

Linking the university and the community through place-based curriculum, the Sustainable Neighborhoods Initiative (SNI) harnesses the passion of students and the expertise of faculty to help neighborhoods tackle district-scale sustainability initiatives. In the last two years, more than 800 students in 35 classes from across the University have engaged with one of Portland State's four neighborhood partners to help advance local sustainability projects. Classes have taken on a range of projects such as conducting transportation surveys with neighbors, designing energy efficiency campaigns, hosting outreach and design charrettes for an urban community orchard, developing business plans that explore triple-bottom-line, and conducting extensive primary research on a variety of topics including stormwater management, preserving affordable housing in gentrifying neighborhoods, biodiversity monitoring, and more.

See also:

<http://www.pdx.edu/sustainability/sustainable-neighborhoods>

Community Watershed Stewardship Program

This partnership between PSU and the City of Portland's Bureau of Environmental Services (BES) was developed in response to a pressing community need: As the Portland metro region urbanized, its streams, rivers, and lakes have become increasingly polluted, and stormwater runoff has overloaded the city's drainage infrastructure. The CWSP engages and supports the neighborhood residents in watershed improvement projects through campus-community partnerships.

See also:

<http://www.pdx.edu/research/strategic-partnerships>

Portland-PSU Climate Research Collaborative

The Institute of Sustainable Solutions at PSU works with the Portland Bureau of Planning and Sustainability to identify collaborative projects between PSU faculty and students and BPS staff that advance the city and county's climate action plan. The goal is for these projects to support and inform the city's decision-making and progress on its climate action goals, while building the foundation for a

more ingrained and effective long-term partnership between the two institutions. The collaborative has taken on four projects since 2014 that include such subjects as urban heat and air quality, the local food economy, and green infrastructure.

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):

Food is Hope, Food is Health Collaborative

The mission of the collaborative is rooted in the clear and compelling science of the developmental origins of health and disease (DOHaD) that tells us that the vulnerability for chronic and other diseases, both physical and mental, are “programmed” into human biology much earlier than we thought. To address this, our focus is on creating healthy communities characterized by higher nutritional status, family financial stability, strong social networks, and low levels of “toxic stress” associated with social disadvantage. We want to do this, in part, by creating food systems as an organizing framework that can create opportunities for community engagement, economic development, and building of social capital across sectors.

Sustainable Neighborhoods Initiative

The Sustainable Neighborhoods Initiative is a formal “collaborative partnership” that aims to better connect Portland State with local organizations in continued engagement on sustainability issues in order to enhance our community impact, provide powerful learning experiences, and exemplify our motto -- “Let Knowledge Serve the City.” Through the SNI, the Institute for Sustainable Solutions partners the University with select neighborhood groups in Portland to create rich community-based learning and applied research projects that support these local organizations in making measurable progress on urban sustainability goals. The SNI is supported by the Institute for Sustainable Solutions, which leverages funding from the James F. and Marion L. Miller Foundation’s 10-year, \$25 million challenge gift to the University, and provides staff to lead the SNI, graduate assistants to help liaise between faculty and partners, and other funding for internships, materials, faculty support, and so on. In the last two years, more than 800 students in 35 classes from across the University have engaged with one of Portland State’s four neighborhood partners to help advance local sustainability projects. SNI projects are designed to be responsive to community-identified needs, and to leverage university expertise to advance neighborhood-scale sustainability goals. The scope of these projects can address a variety of sustainability challenges, including social equity (i.e. affordable housing in gentrifying neighborhoods), health and well-being (i.e. understanding mental health consequences of displacement on people of color communities), green economics (i.e. feasibility studies of social enterprises to employ under-represented communities, produce urban agriculture, and reduce environmental waste), and ecological health (i.e. watershed restoration and pollinator research in low-income communities). Both community partners, ISS staff, and faculty play key roles in the initiative-- from project development, agenda setting and planning to decision-making, implementation, and review of student learning and project outcomes.

<http://www.pdx.edu/sustainability/sustainable-neighborhoods>

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

No

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

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

The website URL where information about sustainability partnerships is available:

<http://www.pdx.edu/sustainability/partnerships>

Inter-Campus Collaboration

Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

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:

President Wim Wiewel serves on the sustainability committee of the American Association of State Colleges and Universities, and the board of the ACUPCC.

Arizona State University: research, planning and implementation of a 44 person workshop on developing campus living laboratories; current collaboration on a working paper on the same subject.

University of Washington: collaboration on an ecosystem services strategy for a regional open space strategy in the Pudget sound.

Oregon State University: collaboration on forestry convening issues (such as the forest forum, which is a quarterly effort to host discussions on key issues related to the future of Oregon's forests)

University of Oregon: collaboration on forestry convening issues (such as the forest forum, which is a quarterly effort to host discussions on key issues related to the future of Oregon's forests)

OHSU: Collaboration on the new school of public health, and the new life sciences buildings

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:

AASHE

UNESCO Regional Center of Expertise

National Association of Environmental Educators

[STARS Reporting Tool](#) | [AASHE](#)

National Intramural Recreation Student Association Sustainability Committee
Next Generation Science Standards (NGSS) Committee for Oregon
North American Student Affairs Professionals Sustainability Knowledge Community
Oregon Environmental Literacy Program Council
Oregon School Garden Summit (and Farm to School)
Oregon University & college Sustainability Officers
Willamette Valley Public Sector Sustainability Coordinators

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

PSU collaborates every other year with other schools in Oregon on holding the Oregon Higher Education Sustainability Conference. The Oregon University System Sustainability Conference occurred first in 2008 and the third time, in January 2013. All sustainability coordinators within the system collaborate to provide meaningful breakout sessions to educate and inspire our students, staff, and faculty.

Additionally, sustainability coordinators from OUS schools participate in a monthly information-sharing phone call.

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

Continuing Education

Responsible Party

Beth Lloyd-Pool

Program Administrator

Institute for Sustainable Solutions

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

6

Total number of continuing education courses offered:

91

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

[EN-11_Continuing Education Sustainability Courses_STARS.xlsx](#)

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

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

Yes

A brief description of the certificate program:

Athletic and Outdoor Product Management

This certificate program investigates the distinctive challenges of the athletic and outdoor industry, from sales and merchandising, to sustainability and supply chain management. You'll get hands-on experience and hear from industry professionals about industry-specific strategies and tactics.

<http://www.pdx.edu/cepe/athletic-outdoor>

Year the certificate program was created:

2,013

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

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

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:

Community-based learning

In keeping with the Portland State University (PSU) motto Let Knowledge Serve the City, Community-University Partnerships marshals support for over 400 faculty, 7,800 students, and 1,000 community partners via community-based learning (CBL) and other civic engagement initiatives to address specific and compelling issues locally, regionally and worldwide.

(
<http://www.pdx.edu/oai/>

)

Senior Capstone

Capstone courses are designed by Portland State University's faculty to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project.

(
<http://www.pdx.edu/unst/senior-capstone>

)

Student Leaders for Service

Through SLS, 25 students make a commitment to serve 10 hours a week during the academic year at a local organization where they provide direct service to address community needs.

(
www.pdx.edu/cae/sls

)

Student Activities and Leadership Program (SALP) collects information on the number of students in clubs engaging in community service. 843 individuals participated in 2010.

~~~~

Fiscal Year 2013-2014

Full-time students (part-time students excluded): 17,317

Student headcount: 28,766

From Office of Institutional Research & Planning

[http://www.oirp.pdx.edu/source/fact13f/all\\_profile.htm](http://www.oirp.pdx.edu/source/fact13f/all_profile.htm)

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

**Number of students engaged in community service:**

12,904

**Total number of students :**

17,317

**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:**

957,495

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

Yes

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

Senior Capstone

Capstones and internships and practicums are.

Capstone courses are designed by Portland State University's faculty to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project.

(

<http://www.pdx.edu/unst/senior-capstone>

)

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

No

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



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

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# Community Stakeholder Engagement

## Criteria

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

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

And

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

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

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

---

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

# Participation in Public Policy

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## 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:**

PSU advocates for increased alternative transportation modes and has been very successful in bringing improved MAX light rail service to campus. We continue to advocate for better bicycle access to campus.

With regard to energy issues, we are involved with the city's efforts to monitor and improve commercial building energy use.

EcoDistrict:

PSU is actively participating in and promoting the EcoDistricts Initiative. The EcoDistricts Initiative brings together community stakeholders, property developers, utilities, and the City of Portland. The campus is part of one of five pilot projects in the City of Portland. For more information, visit

<http://www.pdx.edu/planning-sustainability/ecodistricts>

## **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:**

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## Trademark Licensing

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### Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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### Criteria

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

---

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

# 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.

|                          |
|--------------------------|
| <b>Credit</b>            |
| Greenhouse Gas Emissions |
| Outdoor Air Quality      |

# Greenhouse Gas Emissions

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## 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 (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

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

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

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

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

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

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

---

## **Submission Note:**

Capital goods total includes 'construction and facility improvements' and furniture/fixtures/equipment' categories from PSU's custom supply chain emissions analysis.



Purchased goods and services total includes all remaining PSU-specific categories from the custom analysis except travel, waste.

"---" 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 |
|-------------------------------------------------------------------------------|-----------|
| <b>Business travel</b>                                                        | Yes       |
| <b>Commuting</b>                                                              | Yes       |
| <b>Purchased goods and services</b>                                           | Yes       |
| <b>Capital goods</b>                                                          | Yes       |
| <b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b> | Yes       |
| <b>Waste generated in operations</b>                                          | 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:**

Campus Sustainability Office(CSO) staff contacted various campus departments for reports of the required data during FY142. Those data were then entered into the Clean Air Cool Planet calculator for emissions totals. For most scope 3 sources, dollars spent were run through the EIOLCA calculator to get a category's emissions total. The data gathering process began in fall 2014, and concluded at the end of 2014 just before submission of this assessment.

**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::**

|                                                         | <b>Performance Year</b>                        | <b>Baseline Year</b>                        |
|---------------------------------------------------------|------------------------------------------------|---------------------------------------------|
| <b>Scope 1 GHG emissions from stationary combustion</b> | <i>7,058.30 Metric Tons of CO2 Equivalent</i>  | <i>6,900 Metric Tons of CO2 Equivalent</i>  |
| <b>Scope 1 GHG emissions from other sources</b>         | <i>666.80 Metric Tons of CO2 Equivalent</i>    | <i>750.20 Metric Tons of CO2 Equivalent</i> |
| <b>Scope 2 GHG emissions from purchased electricity</b> | <i>19,055.70 Metric Tons of CO2 Equivalent</i> | <i>19,367 Metric Tons of CO2 Equivalent</i> |
| <b>Scope 2 GHG emissions from other sources</b>         | <i>0 Metric Tons of CO2 Equivalent</i>         | <i>0 Metric Tons of CO2 Equivalent</i>      |

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

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

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

PSU does not have its own local offset program, but The Bonneville Environmental Foundation sells offsets to the Portland region, and offset carbon emissions, water use, and energy use for the recent Oregon Higher Education Sustainability Conference in January 2013.

In addition, we have begun a pilot travel offset fee of 2% on all travel, and the proceeds will be put into our Green Revolving Fund for efficiency projects on campus.

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

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

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

---

**Figures needed to determine “Weighted Campus Users”::**

|                                                     | Performance Year | Baseline Year |
|-----------------------------------------------------|------------------|---------------|
| Number of residential students                      | 1,997            | 1,900         |
| Number of residential employees                     | 52               | 50            |
| Number of in-patient hospital beds                  | 0                | 0             |
| Full-time equivalent enrollment                     | 20,269.71        | 20,458.88     |
| Full-time equivalent of employees                   | 2,462            | 2,483         |
| Full-time equivalent of distance education students | 598              | 350           |

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

|                  | Start Date   | End Date      |
|------------------|--------------|---------------|
| Performance Year | July 1, 2013 | June 30, 2014 |
| Baseline Year    | July 1, 2011 | June 30, 2012 |

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

We have made strides to make data collection consistent, and fiscal year 2012 is the first year in which we adopted our current methodology. Thus, comparing 2012 to 2014 is apples-to-apples, as opposed to other years in which we are less confident in data used and collected.

**Gross floor area of building space, performance year:**

5,199,599 *Square Feet*

**Floor area of energy intensive building space, performance year:**

|                                     | <b>Floor Area</b>          |
|-------------------------------------|----------------------------|
| <b>Laboratory space</b>             | 193,874 <i>Square Feet</i> |
| <b>Healthcare space</b>             | 4,780 <i>Square Feet</i>   |
| <b>Other energy intensive space</b> | 227,693 <i>Square Feet</i> |

**Scope 3 GHG emissions, performance year::**

|                                                                               | <b>Emissions</b>                               |
|-------------------------------------------------------------------------------|------------------------------------------------|
| <b>Business travel</b>                                                        | 5,342.36 <i>Metric Tons of CO2 Equivalent</i>  |
| <b>Commuting</b>                                                              | 9,906 <i>Metric Tons of CO2 Equivalent</i>     |
| <b>Purchased goods and services</b>                                           | 18,991.88 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Capital goods</b>                                                          | 30,638.68 <i>Metric Tons of CO2 Equivalent</i> |
| <b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b> | 0 <i>Metric Tons of CO2 Equivalent</i>         |
| <b>Waste generated in operations</b>                                          | 1,040.59 <i>Metric Tons of CO2 Equivalent</i>  |
| <b>Other categories (please specify below)</b>                                | 0 <i>Metric Tons of CO2 Equivalent</i>         |

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

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**A copy of the most recent GHG emissions inventory:**

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**The website URL where the GHG emissions inventory is posted:**

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

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# Outdoor Air Quality

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), 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:**

Launched in January 2013, the Clean Air Corridor (CAC) is a designated corridor targeted as a pollution-free zone, prohibiting smoking and the creation of air pollutants such as exhaust from idling vehicles, gas powered leaf blowers, pressure washers, and small utility vehicles.

<http://www.pdx.edu/healthycampus/clean-air>

The Clean Air Corridor represents a positive step forward in PSU's ongoing efforts to provide a healthy, safe, and sustainable environment for all members of the campus community. The goal is to protect all who live, work, study or visit the campus from health

concerns associated with second hand smoke and other air pollutants.

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

No

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

---

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

|                                                                                     | Weight of Emissions |
|-------------------------------------------------------------------------------------|---------------------|
| Nitrogen oxides (NO <sub>x</sub> )                                                  | ---                 |
| Sulfur oxides (SO <sub>x</sub> )                                                    | ---                 |
| Carbon monoxide (CO)                                                                | ---                 |
| Particulate matter (PM)                                                             | ---                 |
| Ozone (O <sub>3</sub> )                                                             | ---                 |
| Lead (Pb)                                                                           | ---                 |
| Hazardous air pollutants (HAPs)                                                     | ---                 |
| Ozone-depleting compounds (ODCs)                                                    | ---                 |
| Other standard categories of air emissions identified in permits and/or regulations | ---                 |

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

Launched in January 2013, the Clean Air Corridor (CAC) is a designated corridor targeted as a pollution-free zone, prohibiting smoking and the creation of air pollutants such as exhaust from idling vehicles, gas powered leaf blowers, pressure washers, and small utility vehicles

**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.

|                                     |
|-------------------------------------|
| <b>Credit</b>                       |
| Building Operations and Maintenance |
| Building Design and Construction    |
| Indoor Air Quality                  |

# Building Operations and Maintenance

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## Responsible Party

**Noel Mingo**  
Utility Manager  
FAP

---

## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

---

## Submission Note:

Square footage for FY12, and includes all PSU-owned buildings. Space leased from others, as well as separately-metered leased spaces are omitted.

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

# Building Design and Construction

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## Criteria

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

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

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

And/or

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

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

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

---

## Submission Note:

Since 2002, PSU has focused on designing new buildings and retrofitting and renovating older campus buildings with sustainability in mind. We have a stated commitment to achieving LEED Gold or higher for any new construction/major renovations. Thus, all eligible space (641398 sq ft) were included as meeting the criteria.

Included in this credit:

Platinum

Lincoln Hall, Platinum, 145,000 sq ft, completed 2011.

Collaborative Life Sciences Building 43,137 sq ft (allocated to PSU), completed 2014

Gold

Academic and Student Recreation Center (ASRC) Gold, 237,401 sq ft, completed 2009

Science Research & Teaching Center (SRTC) Gold, 215,860 sq ft, completed 2011.

Gross square footage is used.

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

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

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

Epler Hall (2005), Engineering Building (2006), Broadway (2005), Shattuck Hall (2010), Biology Research Greenhouses (2008), Academic and Student Recreation Center (2010), Lincoln Hall (2011), Science Research & Teaching Center (2011), Collaborative Life Science Building (2014)

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

641,398 *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       |
|---------------------------------------------|----------------------------|
| <b>Minimum Level (e.g. LEED Certified)</b>  | 0 <i>Square Feet</i>       |
| <b>3rd Highest Level (e.g. LEED Silver)</b> | 0 <i>Square Feet</i>       |
| <b>2nd Highest Level (e.g. LEED Gold)</b>   | 453,261 <i>Square Feet</i> |

|                                                      |                            |
|------------------------------------------------------|----------------------------|
| <b>Highest Achievable Level (e.g. LEED Platinum)</b> | 188,137 <i>Square Feet</i> |
|------------------------------------------------------|----------------------------|

**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::**

|                                 | <b>Certified Floor Area</b> |
|---------------------------------|-----------------------------|
| <b>Minimum Level</b>            | ---                         |
| <b>Mid-Level</b>                | ---                         |
| <b>Highest Achievable Level</b> | ---                         |

**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::**

|                                 | <b>Certified Floor Area</b> |
|---------------------------------|-----------------------------|
| <b>Minimum Level</b>            | ---                         |
| <b>4th Highest Level</b>        | ---                         |
| <b>Mid-Level</b>                | ---                         |
| <b>2nd Highest Level</b>        | ---                         |
| <b>Highest Achievable Level</b> | ---                         |

**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:**

*0 Square Feet*

**A copy of the guidelines or policies :**

**The date the guidelines or policies were adopted:**

May 1, 2014

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

All buildings are covered by these design standards which include the commitment to build or renovate to LEED Gold or better.

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

All buildings constructed on campus are required to be LEED Gold at minimum, and this commitment is included in our technical design standards.

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

<http://www.pdx.edu/planning-sustainability/green-buildings-at-portland-state>

# Indoor Air Quality

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## 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:

5,199,599 Square Feet

## Gross floor area of building space:

5,199,599 Square Feet

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

PSU has a mechanism for building occupants to register indoor air quality complaints and conducts auditing or monitoring as needed in response to concerns, or during activities with the potential to release contaminants, such as construction. Indoor Air Quality parameters from ASHRAE and other regulatory and scientific sources guide corrective measures when needed to address complaints.

Additionally, Human Resources has a fragrance policy. PSU has instituted a smoking ban for all of campus.

PSU's design standards require low VOC paint and carpet.

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

---

## 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.

|                              |
|------------------------------|
| <b>Credit</b>                |
| Food and Beverage Purchasing |
| Low Impact Dining            |



# Food and Beverage Purchasing

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## Responsible Party

**Theodore McClain**  
Food Service Director  
PSU Dining

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## Criteria

### *Part 1*

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### *Part 2*

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

---

## Submission Note:

A more rigorous tracking program was implemented in summer 2013. Thus, the data provided here reflect purchases from summer through the end of 2013.

Information provided by PSU Dining Services, Aramark.

"---" 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:**

41

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

[FY14 Food purchase report summary without dollars.pdf](#)

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

---

**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:**

PSU Campus Sustainability Office and Aramark Food Service have worked to create goals for increasing local and organic food purchasing. These goals will soon be added to the contract. Additional criteria such as Fair Trade, Marine Stewardship, and Food Alliance certifications are also favored in food purchasing.

- The majority of the produce is sourced from a local distributor, and enhanced tracking of local farm vendors is being implemented.
- All the milk and most other dairy products come from Sunshine Dairy, which is local to Portland
- All breads served are processed with 250 miles
- All seafood is procured in accordance with Monterrey Bay Aquarium's "Seafood Watch" guide.

-Portland Roasting coffee is a local company, and supplies the majority of coffee served on campus. Stumptown, and Starbucks have 1 bean that is certified organic it is about 3 % of the invoices that we pay in coffee is organic certified.

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

Invoices are reviewed for food's origin location, organic or other third-party certifications. Additionally, documents from food vendors are obtained to assess where a food product was produced. Produce invoices are now including the state where it was grown. All of this information is compiled into a detailed food tracking spreadsheet that was designed by the Dining Service provider and Sustainability office, with STARS reporting in mind.

**Total annual food and beverage expenditures:**

---

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

|                                                                            | <b>Present?</b> | <b>Included?</b> |
|----------------------------------------------------------------------------|-----------------|------------------|
| <b>Dining operations and catering services operated by the institution</b> | No              | No               |
| <b>Dining operations and catering services operated by a contractor</b>    | Yes             | Yes              |
| <b>Franchises</b>                                                          | Yes             | Yes              |
| <b>Convenience stores</b>                                                  | Yes             | No               |
| <b>Vending services</b>                                                    | Yes             | No               |
| <b>Concessions</b>                                                         | Yes             | No               |

**Has the institution achieved the following?:**

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

|                                                            |    |
|------------------------------------------------------------|----|
| <b>Marine Stewardship Council (MSC) certification</b>      | No |
| <b>Signatory of the Real Food Campus Commitment (U.S.)</b> | No |

**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://www.campusdish.com/en-US/CSW/PortlandState/Sustainability/>

# Low Impact Dining

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator

Campus Sustainability Office

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## 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.

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

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

100

## **A brief description of the methodology used to track/inventory expenditures on 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”):**

Vegetarian options are provided at all locations. Subway and Food for Thought in Smith Memorial Student Union and Victor's in Ondine all provide vegan dining options,

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

---

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

<http://www.campusdish.com/en-US/CSW/PortlandState/Sustainability/>

**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# 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.

|                             |
|-----------------------------|
| <b>Credit</b>               |
| Building Energy Consumption |
| Clean and Renewable Energy  |

# Building Energy Consumption

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## Responsible Party

**Noel Mingo**  
Utility Manager  
FAP

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## 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.

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### Submission Note:

Baseline year - FY2005

Source:Utility Manager

Performance year - FY2014

Source:data PSU's Utility Manager Noel Mingo

The square footage represents all University owned properties, and includes square footage for Retail spaces in PSU fully owned and operated buildings but not utility usage for those spaces when they pay their own electricity and/or natural gas bills.

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

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

|                                          | Performance Year     | Baseline Year        |
|------------------------------------------|----------------------|----------------------|
| <b>Total building energy consumption</b> | 301,804 <i>MMBtu</i> | 487,980 <i>MMBtu</i> |

### Purchased electricity and steam:

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



|                                   |                         |                      |
|-----------------------------------|-------------------------|----------------------|
| <b>Grid-purchased electricity</b> | 168,930.08 <i>MMBtu</i> | 164,451 <i>MMBtu</i> |
| <b>District steam/hot water</b>   | 0 <i>MMBtu</i>          | 0 <i>MMBtu</i>       |

**Gross floor area of building space::**

|                         | <b>Performance Year</b>            | <b>Baseline Year</b>               |
|-------------------------|------------------------------------|------------------------------------|
| <b>Gross floor area</b> | 5,199,599 <i>Gross Square Feet</i> | 4,666,918 <i>Gross Square Feet</i> |

**Floor area of energy intensive space, performance year::**

|                                     | <b>Floor Area</b>          |
|-------------------------------------|----------------------------|
| <b>Laboratory space</b>             | 193,874 <i>Square Feet</i> |
| <b>Healthcare space</b>             | 4,780 <i>Square Feet</i>   |
| <b>Other energy intensive space</b> |                            |

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

|                            | <b>Degree Days</b> |
|----------------------------|--------------------|
| <b>Heating degree days</b> | 4,365              |
| <b>Cooling degree days</b> | 516                |

**Source-site ratios::**

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

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

|  | <b>Start Date</b> | <b>End Date</b> |
|--|-------------------|-----------------|
|  |                   |                 |

|                         |              |               |
|-------------------------|--------------|---------------|
| <b>Performance Year</b> | July 1, 2013 | June 30, 2014 |
| <b>Baseline Year</b>    | July 1, 2004 | June 30, 2005 |

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

First year we have data for.

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

"Energy Conservation Guidelines adopted in 2014 call for Conditioned spaces will be heated to a temperature range of 67-70 in the winter and cooled, where applicable, to a temperature range of 72-76. Plan for the season and dress appropriately".

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

Parking Garages have been converted to LED lighting, Lighting Retrofit Project for converting Hoffman Hall to LED lighting was approved by the Green Revolving Fund in FY 14, as was an exterior LED lighting and daylight control project for Science Building 1. All street lighting along the park blocks running through campus are also LED.

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

A variety of sensor are used including motion, infrared, and daylight sensors. Inside buildings as well as parking structures.

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

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

Engineering Building Heat Pump System uses extraction and injection wells to provide high efficiency cooling and heating.

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

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

Millar Library and UCB underwent RX projects funded through the Green Revolving Fund (GRF). Market Center Building had an extensive retrocommissioning and building tune up

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

PSU tracks the usage through Siemens InfoCenter Suite. We also track all consumption data in UMS (Utility Manager Server). This incorporates all the billing data for water/sewer/natural gas/electricity.

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

Campus Steam Loop replaced one 1950s era boiler with two High Efficiency Steam Boilers. 6 remaining 1950s/1960s era boilers remain in place but are used only as back up systems.

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

Ecoroofs on Cramer Hall, ASRC, Broadway Residence Hall, and Native American Student and Community Center help cool in summer and warm in winter.

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

All Coca-Cola vending machines on the PSU campus are Energy STAR Efficient machines. All Coca-Cola retail coolers on the PSU campus are Energy STAR Efficient machines with EMS-55 (Energy Management System) built in. EMS-55 'smart' controllers can sense changes in the local environment and react to usage patterns, reducing energy consumption by up to 35%. Implemented in 2004, our EMS-55 is used in every piece of new equipment with a capacity of 250L and above.

Now that EMS-55 retro-fit field kits are available Coke is working to place these kits on their Energy STAR Efficient vending machines in high traffic locations throughout the PSU campus.

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

---

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

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## Responsible Party

**Noel Mingo**  
Utility Manager  
FAP

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## 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.

|                                                            |
|------------------------------------------------------------|
| <b>Submission Note:</b>                                    |
| Performance year FY 2014 (6/30/13-7/1/14).                 |
| Lincoln array produced 36,119 kwh, converted 123.15 MMBTU. |

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

**Clean and renewable energy from the following sources::**

|                                                                                                                                                                                                             | Performance Year    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>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</b>                 | 123.15 <i>MMBtu</i> |
| <b>Option 2: Non-electric renewable energy generated on-site</b>                                                                                                                                            | 0 <i>MMBtu</i>      |
| <b>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</b> | 0 <i>MMBtu</i>      |

**Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)**

0 MMBtu

**Total energy consumption, performance year:**

301,804 MMBtu

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

Lincoln Hall Solar PV Array installed in 2011. 234 panel array with peak capacity of 54kW, equivalent to about 2.9% of building's energy demand. Dashboard:

[http://live.deckmonitoring.com/?id=psu\\_lincoln\\_hall](http://live.deckmonitoring.com/?id=psu_lincoln_hall)

. This is the only source counted in above figure.

“Living Laboratory” project in 2010 on Science Research & Teaching Center’s (SRTC) 3rd floor patio integrates green roof technology with PV at a 4.9 kW peak output. Monitoring of the various functions of green roofs and the output of the solar arrays will test the hypotheses that plants grow better with partial shade and solar panels perform better with a cooler under layer.

Dashboard:<http://solar.pdx.edu/home/visualizations/>

PV Test Facility installed in 2008 at Cramer Hall includes five different types of solar arrays representing different technology and inverters with a 5 kW peak output. Annually, this could generate about 5,000 kWh, which is estimated to save \$330 in annual utility costs. Dashboard:

<http://solar.pdx.edu/home/visualizations/>

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

---

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

---

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

---

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

<http://www.pdx.edu/planning-sustainability/energy>



# 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.

|                      |
|----------------------|
| <b>Credit</b>        |
| Landscape Management |
| Biodiversity         |



# Landscape Management

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## Responsible Party

**Jenny McNamara**

Sustainability Manager

Campus Sustainability Office

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## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul> |
| <p>3) Organic, Certified and/or Protected</p>      | <p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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::**

|                                                                | <b>Area</b>     |
|----------------------------------------------------------------|-----------------|
| <b>Total campus area</b>                                       | <i>49 Acres</i> |
| <b>Footprint of the institution's buildings</b>                | <i>24 Acres</i> |
| <b>Area of undeveloped land, excluding any protected areas</b> | <i>2 Acres</i>  |

**Area of managed grounds that is::**

|                                                                                                                                                  | <b>Area</b>     |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>                                                                       | <i>0 Acres</i>  |
| <b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b> | <i>23 Acres</i> |
| <b>Managed organically, third party certified and/or protected</b>                                                                               | <i>0 Acres</i>  |

**A copy of the IPM plan:**

[PSU 2012 IPM Plan.pdf](#)

**The IPM plan :**

Portland State University Outdoor Pest Management Program strives to minimize the use of pesticides while ensuring balanced protection of human, horticultural and environmental health. To accomplish this, the principles of Integrated Pest Management (IPM) are utilized on campus grounds.

This PSU Integrated Pest Management Plan for the Outdoor Environment applies to all pest control activities and pesticide use on university grounds and landscaping. Recipients of this plan include faculty, staff, and employees including landscape contractors who monitor and/or treat pest problems.

IPM Plan Goals include:

Consideration of the relationship between pest biology and pest management methods.

Consideration of alternative physical, mechanical, or biological control pest management methods before chemical pesticides are used.

Improved methods for pest controls, in consideration of the impact on human health and the environment.  
Continued evaluation of the integrated pest management program.  
Continued training and education.

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

PSU aims to preserve, protect, and/or integrate green space and tree canopy wherever possible.

Objectives include:

- Implementing a tree care plan during construction phase and throughout the year.
- Implementing storm water controls during the construction phase and include storm water management infrastructure in design of campus spaces.
- Choose drought tolerant and regionally appropriate landscaping that is suited for existing climate and future climate changes. Choose landscaping that is biologically diverse and provides habitat for natural pollinators.
- Where applicable, the use of permeable pavers is encouraged.
- Green roofs shall be incorporated in new construction to provide ecosystem services such as habitat promotion and filtration capabilities.

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

Landscape Services seeks to incorporate Pacific Northwest native plant material in future construction and renovation projects, as well as existing plant beds.

PSU also developed a Tree Care plan that outlines how can protect and preserve our urban forest overtime.

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

Waste from grounds keeping are transported to a regional transfer station by our waste/recycling hauler for composting.

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

PSU only uses non-synthetic fertilizers on campus.

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

PSU's Tree Care Plan, Storm Water Management Plan, and Technical Design Standards all outline our commitment to drought-tolerant, native, and regionally appropriate plant selection.

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

**campus:**

Portland state employs diverse stormwater management strategies on campus ranging from bioswales, stormwater planters, and eco roofs. Additionally there are rainwater cisterns on campus that collect water and distribute for toilet flushing. Finally, PSU strives to minimize irrigation through drought-tolerant and native plant use.

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

PSU uses:

\*Meltoff Ice Melter, CP Industries, whose website says: "Less damaging to concrete and metal and safe, nontoxic to humans, animals and vegetation (when used as directed)"

\*SnoPlow Snow and Ice Melter, Morgro Inc. The label says it contains no dangerous chemicals. Website claims "It is less toxic than baking soda. SNO-PLOW™ contains no dangerous chemicals. It can be handled safely with bare hands. 100% non-toxic to children and pets. USDA approved.... SNO-PLOW™ will not harm trees, shrubs, lawns or other vegetation when used as directed."

\*Ice Clear, Monterey manufactured for Lawn and Garden Products Inc.

<http://www.planetnatural.com/site/ice-clear.html>

states: "Stops ice before it starts! Ice Clear is formulated from environmentally friendly materials and based on technology originally developed for airport deicing applications. The research behind this advanced technology received R&D Magazine's prestigious R&D 100 award as one of the top 100 new technologies in 2001. A special blend of renewable resources derived from agricultural products, IceClear contains no toxic materials or corrosive salts (chlorides), making it the ideal de-icer for safe and effective homeowner use."

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

---

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

Yes

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

<http://www.pdx.edu/planning-sustainability/land-use>

## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

---

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

*Institution does not own or manage land.*

# 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.

|                                  |
|----------------------------------|
| <b>Credit</b>                    |
| Electronics Purchasing           |
| Cleaning Products Purchasing     |
| Office Paper Purchasing          |
| Inclusive and Local Purchasing   |
| Life Cycle Cost Analysis         |
| Guidelines for Business Partners |

## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## 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:**

The above number represents hardware (computer and monitor) purchases made by PSU's Office of Information Technology (OIT) for FY14 reporting year (7/1/13-6/20/14). OIT purchases the majority of computers and monitors for campus labs, and staff/faculty office use, and has a standard for EPEAT Gold and Energy Star certified hardware. For hardware purchased outside of OIT, they recommend the same campus standards for EPEAT Gold and Energy Star.

Data from Banner report screen FGZBDSR; query the form for FY17, YTD Activity, account code 20201. OIT contact for obtaining data: Fiscal Officer - Office of the CIO.

"---" 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:**

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## **The electronics purchasing policy, directive, or guidelines :**

In an effort to meet and exceed PSU Sustainability goals, all OIT recommended desktops and laptops are EnergyStar 5 compliant and meet EPEAT Gold certification standards.

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

The Office of Information Technology (OIT) recommends standard builds for PSU computers. Maintaining standard builds allows OIT to service PSU computers efficiently and ensure their full compatibility with PSU systems, in addition to providing you with the best price based on volume pricing.

OIT regularly evaluates these standard configurations to ensure that PSU computers continue to meet standards of pricing, robustness, and compatibility. OIT also recommends and strives to purchase only computer hardware that meets standards for ENERGY STAR® and Electronic Product Environmental Assessment Tool (EPEAT) Gold qualifications. All the hardware listed below is both EPEAT Gold and ENERGY STAR® qualified.

The recommended desktops, laptops, and monitors listed below are all available for purchase or replacement from OIT.

#### Desktops

Dell Optiplex 7010

Processor: Quad-core Intel Core i5-3470 3.2Ghz

Memory: 8GB DDR3

Hard Drive: 250GB SATA

Video Card: Integrated Video (2 DP & 1 VGA)

Optical Drive: 16X DVD Read-Write

Ports: (6) USB 2.0 + (4) USB 3.0 + (2) Display Ports + VGA + (2) Serial Ports

Peripherals: Keyboard + Laser Mouse

Apple Mac Mini

Processor: Intel Core i5 2.5Ghz

Memory: 8GB DDR3

Hard Drive: 500GB SATA

Video Card: Intel Integrated Graphics (HDMI & Thunderbolt/DP)

Ports: Firewire 800 + SD Card Reader

#### Laptops

Lenovo Thinkpad T430s

Processor: Intel Core i5 2.6Ghz

Memory: 8GB DDR3

Hard Drive: 128GB Solid-State Drive

Optical Drive: DVD Read-Write

Ports: Mini DP Out + (2) USB 3.0 + (1) USB 2.0 + SD Card Reader

Wireless: Integrated Wi-Fi Wireless LAN Adapter + Bluetooth

Expansion: Extra 3-cell Battery Slot

Display: 14" LED-backlit AntiGlare widescreen (1366 x 768)

Peripherals: Webcam + Backlit Keyboard

Lenovo Carbon X1

Processor: Intel Core i5 1.8Ghz

Memory: 8GB DDR3  
Hard Drive: 180GB Solid-State Drive  
Ports: Mini DP Out + (1) USB 3.0 + (1) USB 2.0 + SD Card Reader  
Wireless: Integrated Wi-Fi Wireless LAN Adapter + Bluetooth  
Display: 14" LED-backlit widescreen (1600x900)  
Peripherals: Webcam + Backlit Keyboard

Apple MacBook Pro

Processor: Intel Core i5 2.3Ghz

Memory: 8GB DDR3

Hard Drive: 128GB Solid-State Drive

Optical Drive: DVD Read-Write

Ports: Thunderbolt + Firewire 800 + (2) USB 3.0 + SD Card Reader

Wireless: Integrated Wi-Fi Wireless LAN Adapter + Bluetooth

Display: 13.3" LED-backlit glossy widescreen (1280x800)

Peripherals: Webcam + Backlit Keyboard

Apple MacBook Air

Processor: Intel Core i5 1.8Ghz

Memory: 8GB DDR3

Hard Drive: 128GB Solid-State Drive

Ports: Thunderbolt + (2) USB 3.0 + SD Card Reader

Wireless: Integrated Wi-Fi Wireless LAN Adapter + Bluetooth

Display: 13.3" LED-backlit glossy widescreen (1140x900)

Peripherals: Webcam + Backlit Keyboard

Monitors

Dell 22" LCD Monitor

Type: Dell UltraSharp U2212H

Stand: Adjustable Stand

Outputs: VGA, DVI, DP

Max Resolution: 1680x1050

Dell 24" LCD Monitor

Type: Dell UltraSharp U2412M

Stand: Adjustable Stand

Outputs: VGA, DVI, DP, HDMI

Max Resolution: 1920x1200

Requires departmental purchase

Dell 27" LCD Monitor

Type: Dell UltraSharp U2713HM

Stand: Adjustable Stand

Outputs: VGA, DVI, DP, HDMI

Max Resolution: 2560x1440

Requires departmental purchase

Apple Thunderbolt Display

Type: Dell UltraSharp U2713HM

Stand: Adjustable Stand

Outputs: VGA, DVI, DP, HDMI

Max Resolution: 2560x1440

Requires departmental purchase

**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::**

|                     | <b>Expenditure Per Level</b>     |
|---------------------|----------------------------------|
| <b>EPEAT Bronze</b> | 0 <i>US/Canadian \$</i>          |
| <b>EPEAT Silver</b> | 0 <i>US/Canadian \$</i>          |
| <b>EPEAT Gold</b>   | 639,129.41 <i>US/Canadian \$</i> |

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

639,129.41 *US/Canadian \$*

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

<http://www.pdx.edu/oit/recommended-computer-hardware>

# Cleaning Products Purchasing

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## 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

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### Submission Note:

"---" 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:**

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

PSU's custodial contract mandates purchased cleaning products be in accordance with LEED for Existing buildings operations & maintenance standards. Also the custodial contractor must provide quarterly reports to PSU documenting the types and cost of chemicals purchased to demonstrate compliance with the 30% by cost requirement. Reports shall be delivered to PSU's Custodial Coordinator with a copy to PSU's Sustainability Coordinator.

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

The Campus Sustainability Office requests monthly purchasing reports from the vendor and meets with representatives as needed.

**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:**

8,184 *US/Canadian \$*

**Total expenditures on cleaning and janitorial products:**

24,008 *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:**

[Env Pref Custodial Contract 2013.pdf](#)

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

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

[STARS Reporting Tool | AASHE](#)



# Office Paper Purchasing

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## Responsible Party

**Molly Bressers**

Program & Outreach Coordinator  
Campus Sustainability Office

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## 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.

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## Submission Note:

The purchasing data above is from PSU's main paper vendor, Office Depot.

"---" 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:**

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**The paper purchasing policy, directive or guidelines:**

There is a state mandate that "No less than 35 percent of state agency procurement of paper products may be from recycled paper products. [2003 c.794 §21]" and as a state institution, PSU must comply with that mandate. Additionally, our Sustainable Procurement policy, which is currently being vetted for formal adoption, will state: All copy paper purchased for office copiers shall be made from 100% post consumer material and processed chlorine-free (PCF). High speed copiers shall use minimum 30% post consumer material paper

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

There is a state mandate that "No less than 35 percent of state agency procurement of paper products may be from recycled paper products. [2003 c.794 §21]" and as a state institution, PSU must comply with that mandate. Our vendors know of this requirement and also know to provide PSU with high PCW recycled content options.

**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::**

|                                               | <b>Expenditure Per Level</b> |
|-----------------------------------------------|------------------------------|
| <b>10-29 percent</b>                          | 22,005 <i>US/Canadian \$</i> |
| <b>30-49 percent</b>                          | 40,728 <i>US/Canadian \$</i> |
| <b>50-69 percent</b>                          | 2,842 <i>US/Canadian \$</i>  |
| <b>70-89 percent (or FSC Mix label)</b>       | 22 <i>US/Canadian \$</i>     |
| <b>90-100 percent (or FSC Recycled label)</b> | 25,433 <i>US/Canadian \$</i> |

**Total expenditures on office paper :**

91,030.50 *US/Canadian \$*

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

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# Inclusive and Local Purchasing

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## Responsible Party

**Stacey Balenger**

Contracts Officer

Contracting and Procurement Services

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## 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.

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"---" 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:**

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**The policy, guidelines or directive governing inclusive and local purchasing:**

PSU's Policy on Equity in Contracting can be found here:

[http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Equity\\_in\\_Contracting\\_Policy\\_\(Final%205.14.1](http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Equity_in_Contracting_Policy_(Final%205.14.1)

4).pdf

PSU strongly supports federal, state, and local efforts to promote economic growth and prosperity. In its efforts to encourage economic growth and development PSU is continuously improving relationships with MWESB vendors and increasing contracting efforts with these firms. Since the modification of our W-9 in 2009, PSU's ability to track utilization of MWESB's and identify targeted areas for increased engagement with MWESB vendors has been greatly improved. The modified form has made it easier for vendors who are certified by the State of Oregon or who are self-reporting to identify as MWESB vendors. Additionally, PSU's new Diversity Action Plan (DAP) promotes the development of stronger ties with the MWESB community as exemplified by the College of Business Administrations' award winning Business Outreach Program (BOP).

Portland State University is committed to utilizing MW/ESB vendors. For a link to State of Oregon MW/ESB certified vendors:

<http://www4.cbs.state.or.us/ex/dir/omwesb/>

For a link to MW/ESB vendors previously utilized by PSU please visit the following web link:

<http://www.bao.pdx.edu/vendor>

For a copy of PSU's Annual MWESB Report for Fiscal Year 2013, go to:

<http://www.pdx.edu/financial-services/sites/www.pdx.edu.financial-services/files/MWESBAnnualRep>

[ortFY13.pdf](#)

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

Yes

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

14.40

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://www.pdx.edu/purchasing-contracting/minority-women-and-emerging-small-businesses>

# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

# Guidelines for Business Partners

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## Responsible Party

**Stacey Balenger**

Contracts Officer

Contracting and Procurement Services

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## 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?:**

All

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

---

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

Most of our contracts include our PSU General Conditions which have provisions for Environmental Clean-Up; Environmental Contamination; Protection of Workers, Property and the Public; Compliance with Government Regulations (including EPA, DEA and OSHA).

We call out the following policies in all of our contracts: Professional Standards of Conduct; Equal Opportunity; and Prohibited Discrimination and Harrassment. We include a clause regarding Equity and Diversity which requires contractors/consultants to make good faith effort to subcontract, purchase materials, or establish joint ventures with MWESB's. And once again, the PSU General Conditions also reiterate these policies, intentions, and provisions.

**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:**

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**The website URL where information about the institution's guidelines for its business partners is available:**

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# 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.

|                                        |
|----------------------------------------|
| <b>Credit</b>                          |
| Campus Fleet                           |
| Student Commute Modal Split            |
| Employee Commute Modal Split           |
| Support for Sustainable Transportation |

## Responsible Party

**Nikki Kress**

Administrative Coordinator  
Transportation and Parking Services

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## 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.

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### Submission Note:

PSU does not have a fleet in the traditional sense. The above numbers reflect long term rentals from the state DAS motor pool, and vehicles owned by PSU departments, including non-licensed electric vehicles used by maintenance crews and Facilities (e.g. Taylor Dunns, Kushman's Zap Cars).

Data provided by PSU Transportation & Parking services.

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

**Total number of vehicles in the institution's fleet :**

51

**Number of vehicles in the institution's fleet that are::**

|                                                                                              | Number of Vehicles |
|----------------------------------------------------------------------------------------------|--------------------|
| Gasoline-electric, non-plug-in hybrid                                                        | 2                  |
| Diesel-electric, non-plug-in hybrid                                                          | 0                  |
| Plug-in hybrid                                                                               | 0                  |
| 100 percent electric                                                                         | 8                  |
| Fueled with compressed natural gas (CNG)                                                     | 0                  |
| Hydrogen fueled                                                                              | 0                  |
| Fueled with B20 or higher biofuel for more than 4 months of the year                         | 0                  |
| 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:**

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**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

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## Responsible Party

**Rani Boyle**

Associate Campus Planner

Campus Planning Office

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

### Submission Note:

PSU Bike Hub supports bicycle commuting

The PSU Bike Hub is an on-campus bike shop where students and staff can repair their own bikes, learn maintenance skills, and purchase parts & accessories at a discount.

<http://www.pdx.edu/bikehub/>

“Dropped Off” (2.68%) and “Other” (1.10%) included in sustainable options, but not included in Carpool/Vanpool.

Percentages represent number of trips taken in each mode by students, not % students taking each mode. PSU believes that surveying about trips by mode during a week is more accurate, as it reflects the possibility of using multiple modes.

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

## Total percentage of students that use more sustainable commuting options:

78.81

## 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) | 21.19              |
| Walk, bicycle, or use other non-motorized means                                  | 26.08              |

|                                                       |       |
|-------------------------------------------------------|-------|
| <b>Vanpool or carpool</b>                             | 3.67  |
| <b>Take a campus shuttle or public transportation</b> | 44.77 |
| <b>Use a motorcycle, scooter or moped</b>             | 0.92  |

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

The Campus Planning Office distributes an annual survey regarding commuting choices and preferences.

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

<http://www.pdx.edu/transportation/home>

# Employee Commute Modal Split

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## Responsible Party

**Rani Boyle**

Associate Campus Planner

Campus Planning Office

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## 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.

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### Submission Note:

“Dropped Off” (3.92%) and “Other” (1.09%) included in sustainable options, but not included in Carpool/Vanpool.

Percentages represent number of trips taken in each mode by employees, not % employees taking each mode. PSU believes that surveying about # trips per mode during a week is more accurate, as it reflects the possibility of using multiple modes.

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

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

72.49

## 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) | 27.53              |
| Walk, bicycle, or use other non-motorized means                                  | 21.54              |
| Vanpool or carpool                                                               | 7.49               |

|                                                                       |       |
|-----------------------------------------------------------------------|-------|
| <b>Take a campus shuttle or public transportation</b>                 | 40.41 |
| <b>Use a motorcycle, scooter or moped</b>                             | 0.47  |
| <b>Telecommute for 50 percent or more of their regular work hours</b> | 0     |

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

The Campus Planning Office distributes an annual survey regarding commuting choices and preferences.

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

<http://www.pdx.edu/transportation/>

# Support for Sustainable Transportation

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## Responsible Party

**Ian Stude**

Transportation Options Manager  
Transportation and Parking Services

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## 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

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"---" 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:**

There are 7 secure, indoor bike parking garages on campus, and one shower facility. These access-controlled areas require a bike parking permit and a PSU access card (available from ID Card Services). Bike parking permits are limited, and sold at the PSU Bike Hub for a small fee (\$15 per academic term or \$45 per year).

**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:**

PSU has more than 2000 bike racks on campus. There are several secure bike parking facilities on campus. These access-controlled areas require a bike parking permit and a PSU access card (available from ID Card Services). Bike parking permits are limited, and sold at the PSU Bike Hub for a small fee (\$15 per academic term or \$45 per year). Each of these facilities has the following features: 24/7 secure access via ID card, security cameras record entry, exit, and activity within the facility, self-service repair stand with tools, air pump and a bike lock storage rack.

**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 PSU campus includes a network of former streets that have been vacated and converted to broad pedestrian thoroughfares. Bicycle access is largely provided by city-maintained facilities on-street, including a 10ft wide "cycle track" or protected bike lane, stretching the length of campus on it's busiest arterial, SW Broadway. All pedestrianized former streets maintain bicycle access as well, and include bicycle parking fixtures outside every building. PSU has a policy allowing faculty and staff to bring bicycles inside buildings to their offices or designated areas in order to free up bicycle parking space outside for students and visitors. The university also maintains a network of secure bicycle parking facilities with approximately 300 spaces.

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

Yes

**A brief description of the bicycle sharing program:**

We don't currently have a large scale bike sharing program at PSU, but the City of Portland is developing one for downtown, which would serve PSU.

<http://www.portlandoregon.gov/transportation/57983>

The Bike Hub refurbishes bikes that have been abandoned on campus and have created a commute-ready fleet of "VikeBikes" that can be rented for up to 3 academic terms (Fall, Winter, Spring & Summer). Our VikeBike fleet has grown to over 80 bicycles that have been refurbished and ready to rent. The cost to check out a VikeBike is just \$45 per term. As a member of the VikeBike program, they will receive the following: fully refurbished commuter bicycle with full-length fenders and a rack or basket, set of front & rear lights, already mounted to your VikeBike, quality bike helmet that is adjustable to fit all sizes, U-lock with mounting bracket attached to the bike frame, quarterly membership to the PSU Bike Hub, quarterly bike parking permit for use of one of the secure PSU Bike Garages and Bike Rooms

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

Yes

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

We currently hold a GOLD certification by the League of American Bicyclists 2013-2014. PSU has added more bike parking, created a low-cost bike rental program and started a new bicycle commuting class with the Bicycle Transportation Alliance. The University also has an on-campus bike repair shop called the Bike Hub and the city's first Cycle Track, an enhanced bike lane through campus on Southwest Broadway.

**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):**

More PSU students and employees use public transit to reach campus than any other mode of transportation. And for good reason -- PSU is located at the heart of the TriMet transit system with stops for the Portland Streetcar, two MAX light rail lines, and 15 bus routes.

The Student FlexPass and the PSU faculty/staff PassPort program is a partially-subsidized pass for use on the regional transit provider, TriMet. The FlexPass and PassPort are valid for use on all TriMet buses, MAX light rail trains, C-Tran local service buses (non-Express), and the OHSU aerial tram. The FlexPass is valid for 3 months at a time, which covers the entire academic term and the PassPort is an annual pass. The quarterly cost of the FlexPass is roughly 30% off TriMet's retail price. All PSU Students and Employees are allowed to ride the Portland Streetcar system for free.

**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:**

PSU faculty and staff are eligible for Emergency Ride Home services at no charge. In the event of an emergency involving you or a close family member, we will arrange for a taxi ride to either your home address or a local medical facility. In order to be eligible, you must have traveled to work that day by non-single occupancy vehicle (transit, bike, walk, carpool).

**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:**

PSU participates in the State of Oregon - Drive Less Connect service and we sell Car Pool parking permits that are incentivised by preferred parking locations at a lower cost.

**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 Benefit

PSU Faculty and Staff can join ZipCar (a car-sharing company) for free and receive reduced rates for personal driving on weekdays. Use one of the 20 ZipCars on campus. Faculty and Staff are also eligible for ZipCar use for business trips.

ZipCar also offers a deal for PSU students. Students pay only \$35/year, plus get \$35 in free driving to use during their first month, in addition to lowering the age requirement for students.

PSU is at the heart of the Car2Go service area. Car2Go offers one-way car sharing trips in the central city; 30% of their fleet are EVs, and the rest are Smart Cars.

**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:**



PSU currently has 2 chargers (Level 2) open to the public. They are located at the Market Center Building on level 1. There are 3 other charging stations, not managed by PSU, located on Campus (2 managed by Zipcar and 1 managed by the City of Portland). Currently, these are not open for public use.

**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:**

Telecommuting, is a program under which employees work at a place other than their traditional workplace on specified days and at their primary worksite the remainder of the time, retaining flexibility to meet the needs of the work unit. The telework location may be the employee's home or another suitable location. Employees may use telephones and, in many instances computers, to communicate effectively.

The Chancellor's office supports telework to maximize productive work time, decrease the need for parking and office facilities, reduce energy used for transportation, and decrease traffic congestion, hazards, and air pollution. The Chancellor's office supports telework in situations where it is in the best interest of the University System.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

Condensed work weeks are available for employees, but are set up within one's department rather than through HR.

It is mentioned on the Telecommuting Policy page. More information can be obtained through HR - 503.725.4926

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

No

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

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**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

No

**A brief description of other sustainable transportation initiatives and programs:**

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

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# 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.

|                                             |
|---------------------------------------------|
| <b>Credit</b>                               |
| Waste Minimization                          |
| Waste Diversion                             |
| Construction and Demolition Waste Diversion |
| Hazardous Waste Management                  |

# Waste Minimization

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## Responsible Party

**Tony Hair**

Waste Management Coordinator  
Campus Sustainability Office

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## 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*.

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### Submission Note:

PSU's hauler does not provide actual weight of materials. All data are the result of driver estimates of container fullness.

Performance year - FY2014

Recycled includes:

Commingle (mixed fibers, cardboard, rigid plastics, scrap metal, and glass)

Compost includes:

Organics (landscaping debris, food scraps, wood waste)

Materials reused, donated or re-sold, baseline year is entered as zero because that information was not tracked in the baseline year.

Total employees added in FTE employees fields.

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

## Waste generated::

|                                                             | Performance Year | Baseline Year |
|-------------------------------------------------------------|------------------|---------------|
| Materials recycled                                          | 558.90 Tons      | 606.34 Tons   |
| Materials composted                                         | 252.90 Tons      | 131.10 Tons   |
| Materials reused, donated or re-sold                        | 20.40 Tons       | 0 Tons        |
| Materials disposed in a solid waste landfill or incinerator | 1,983.90 Tons    | 1,885.48 Tons |

**Figures needed to determine "Weighted Campus Users":**

|                                                     | Performance Year | Baseline Year |
|-----------------------------------------------------|------------------|---------------|
| Number of residential students                      | 1,997            | 1,272         |
| Number of residential employees                     | 52               | 30            |
| Number of in-patient hospital beds                  | 0                | 0             |
| Full-time equivalent enrollment                     | 20,269.71        | 15,296        |
| Full-time equivalent of employees                   | 4,068            | 3,264         |
| Full-time equivalent of distance education students | 598              | 0             |

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

|                  | Start Date   | End Date      |
|------------------|--------------|---------------|
| Performance Year | July 1, 2013 | June 30, 2014 |
| Baseline Year    | July 1, 2004 | June 30, 2005 |

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

It was chosen because of the quality/inclusiveness of the data we have for that year.

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

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

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

PSU ReUse Room

Location: Cramer Hall Rm. 180

Open all the time.

The PSU Reuse Room collects and redistributes gently used, surplus office, school, and small household supplies for free that would otherwise be recycled or thrown out.

A few examples of reusable materials are:

- \* 1/2" to 2" Binders
- \* File Folders
- \* Pens/Pencils
- \* Desktop File Organizers
- \* Staplers/staples
- \* Paper clips
- \* Paper

The PSU ReUse Room is run by volunteers from the university to help manage waste throughout campus. The ReUse room is dependent on volunteers and donations to help make this campus a more sustainable environment

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Surplus Department

Captures surplus furniture and electronics that are available to campus departments for reuse. Remaining items are sold or donated.

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

PSU no longer prints the course bulletin. They are available for purchase from the PSU bookstore. Free PDFs are available online

<http://www.pdx.edu/oa/psu-bulletin>

No course schedules or directories are printed.

Transcripts are available in electronic format as well.

There are numerous ways students can access course materials electronically through the library and online learning platform, D2L.

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

Students are allowed 500 free pages per term. A program called "Paper Cut" limits accidental printing (most labs now require users to enter their user name at a kiosk before printing takes place, which greatly reduces print error and waste) and informs students of the environmental impacts of their printing each quarter.

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

Chuck it for Charity is a campus wide effort to reduce waste by diverting reusables to people in need. PSU Housing, in collaboration with the Campus Sustainability Office encourages students to bring unwanted household items, food, & clothing to the donation stations in various residence hall locations. Instead of filling up the landfill, students have the opportunity to Chuck It For Charity! In spring of 2014, the program diverted 18,350 pounds of reusable goods to the four different charities including ARC of Multnomah-Clackamas, Gaia Movement, Community Warehouse, and Habitat for Humanity ReStore.

Chuck It collects:

- Non-perishable food items
- Clothing
- Toasters
- Utensils
- Small appliances & electronics
- Pots & pans

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

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

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

A brief description of programs and/or practices to track and reduce post-consumer food waste:

In September 2008, PSU Dining went tray-less in the residential dining hall, Victor's in the Ondine. Going tray-less conserves water, energy, and chemical cleaners used to wash trays. Tray-less dining also promotes healthier eating habits and reduces over consumption and food waste.

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):

PSU's two dining halls, Victor's in the Ondine, and Viking Food Court offer durable plastic to-go containers that can be returned for cleaning in exchange for a token that can be used for a clean container at the next visit.

Purchase your Green Thread food container at Victor's in the Ondine or at the food court in Smith Center for just \$3.50.

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):

Victor's dining hall offers reusable china and cutlery for dine in meals.

PSU's two dining halls, Victor's in the Ondine, and Viking Food Court offer durable plastic to-go containers that can be returned for cleaning in exchange for a token that can be used for a clean container at the next visit.

Purchase your Green Thread food container at Victor's in the Ondine or at the food court in Smith Center for just \$3.50.

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:

For a latte or non-drip drink PSU Dining offers a 15 cent discount, but drip coffee, iced tea, and fountain beverages are priced at 95 cents when you bring your own mug (no matter the size of the cup) as opposed to \$1.65 (small) \$1.95 (medium) or \$2.25 (large). Thus, the maximum discount is \$1.30 for using a reusable mug.

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

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

<http://www.pdx.edu/planning-sustainability/waste-reduction-recycling>

Responsible Party

Tony Hair

Waste Management Coordinator
Campus Sustainability Office

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Performance year FY2014

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

Materials diverted from the solid waste landfill or incinerator:

835.30 Tons

Materials disposed in a solid waste landfill or incinerator :

1,983.90 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:

PSU Recycles! is dedicated to creating a sustainable campus by reducing waste, expanding recycling opportunities, and increasing campus recycling and composting rates. During FY14, PSU Recycles! was responsible for diverting over 506 tons of paper, cardboard, plastic and metal; 34 tons of glass, 253 tons of organic material, and 19 tons of other materials such shredded paper, rigid plastics, and Styrofoam from the landfill.

Partnership with Sequential Bio-fuels to recycle all waste cooking oil into bio-diesel. Every gallon of waste cooking oil recycled into bio-diesel prevents 16 pounds of carbon dioxide from being released in to the atmosphere. Over 3 tons of cooking oil was recycled in FY2014.

Food waste is collected for composting in all dining locations, including several post-consumer stations in Viking Food Court. A residential composting program was started in December 2014.

Food waste in many department break-rooms is collected for composting.

Toner cartridge recycling is offered across campus.

Styrofoam, batteries, and electronics are all collected for special recycling through the work order system.

The PSU ReUse Room redistributes donated office and school supplies for free to the campus community, and the Surplus Property Program redistributes reusable office and classroom furniture to PSU departments or the community. Approximately an estimated 5.6 tons of these items were saved for reuse in FY2014.

Chuck-it-for-Charity program collects reusable items from departing students each term and donates them to charitable organizations. In FY2014, 9.1 tons of reusable items were donated from the program.

Cardboard and Styrofoam recycling collection receptacles are provided during student move-in, and the waste hauler provides extra pickups.

Tray-less dining in Victors Dining Hall reduces food waste by 25-30% per person.

Water Bottle Refilling Stations around campus allow users to easily refill their water bottles with filtered water, reducing waste associated with purchased throw-away plastic bottles.

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

Leftover (pre-served) or surplus food goes to Blanchett House Charity.

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

All pre-consumer food waste is collected in the kitchens for composting.

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

Food waste is collected for composting in all dining locations, including several post-consumer stations in Viking Food Court. A residential composting program for students who live on campus was started in December 2014.

Food waste in many department break-rooms is collected for composting.

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	No

Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
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	Yes
Motor oil	---
Tires	---

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

Construction and Demolition Waste Diversion

Responsible Party

Tony Hair

Waste Management Coordinator
Campus Sustainability Office

Criteria

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

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

Submission Note:

The numbers above come from the estimated total tons of C&D waste sent to a MRF for diversion. PSU's hauler Trashco provides an estimated % of our C&D waste that is recycled (based on output from the facility), which was 65% in 2014.

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

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

78.30 Tons

Construction and demolition materials landfilled or incinerated :

42.10 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:

The University builds everything according to LEED Silver or above standards. PSU receives innovation points on each project for excellent waste diversion rates. The City of Portland requires recycling of construction debris.

Small-scale in-house construction materials are collected in roll-off containers in PSU's landscape yard and are sorted at the MRF.

Hazardous Waste Management

Responsible Party

Tim Wright

Environmental Health and Safety Advisor
Environmental Health and Safety

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

Information provided by:

Tim Wright

Environmental Health and Safety Advisor

tdw@pdx.edu

"---" 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:

Portland State University has procedures in place to dispose of all hazardous, universal, and non-regulated chemical waste according to state and federal regulations.

Portland State University has prepared a Toxic Use Reduction and Hazardous Waste Reduction Plan as required by the Oregon Department of Environmental Quality. The Plan documents the following steps taken to reduce use of toxic chemicals and reduce the amount of hazardous waste generated:

-Specifying low toxicity green cleaners to be used by the University's janitorial contractor.

- Purchasing/Specifying low VOC water based paints for use by the university maintenance crews.
- Following Integrated Pest Management protocols.
- Removal of organic solvent based degreasing tanks.
- Use of micro-scale chemistry techniques in teaching labs.

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

Laboratories, maintenance crews, and others generating regulated wastes are trained to notify Environmental Health & Safety (EH&S) for safe removal, storage, and disposal of these wastes. EH&S has contracts with licensed hazardous and universal waste haulers and treatment, storage, and disposal facilities to manage wastes according to state and federal regulatory requirements.

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

Not applicable.

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

Portland State University's chemical stockroom is in the process of implementing new chemical inventory software that has the capacity to support a future chemical reuse program.

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):

Electronic wastes are disposed of in accordance with the Sustainable Acquisition and Disposal of Electronic Equipment (E-waste/Recover Policy) issued by the State of Oregon on December 10, 2008, and in accordance with the State of Oregon Price Agreement for the Disposal of E-Waste. These documents establish an electronics recycling program that ensure electronics are either returned to the manufacturer through a buy-back/take-back type program, or are recycled using a Qualified Rehabilitation Facility (QRF). The State has contracted with Garten Services, Inc. to serve as the QRF that recycles electronic wastes generated by state institutions. Garten's electronic recycling program and commitment to sustainability is described at the following website:

<http://www.garten.org/services/admin/oregon/C46/>

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

E-waste management is handled by Facilities and Planning's Surplus Property unit and supported by campus Environmental Health & Safety. Campus staff request electronics waste pickups through a work order system, and trained Surplus Property staff pick up the equipment. Surplus Property identifies useable equipment and may sell it for re-use. The bulk of used electronics are securely stored at the Surplus Property warehouse. EH&S periodically arranges for an outside contractor (Garten Services, Inc., see below for more information) to pick up and recycle the stored electronics.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.pdx.edu/environmental-health-safety/hazardous-waste>

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

Noel Mingo
Utility Manager
FAP

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:

Baseline year - FY2007:

Source: PSU does not have access to 2005 data, either from the Portland Water Bureau or Utility Manager System. However, we have FY2007 data from the Portland Water Bureau. Data from Utility Manager System (acquired sometime in 2006) is incomplete for FY2007.

Performance year - FY243

Source: PSU Utility Manager, Noel Mingo

FY 14 data

Actual metered water consumption for buildings in the reporting square footage.

"---" 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	97,152,484 Gallons	157,204,613 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	97,152,484 <i>Gallons</i>	157,204,613 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,997	1,000
Number of residential employees	52	30
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	20,269.71	15,639
Full-time equivalent of employees	2,462	2,098
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,199,599 <i>Square Feet</i>	4,761,979 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	771,864 <i>Acres</i>	771,864 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014

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

Earliest year with data.

Water recycled/reused on campus, performance year:

353,848 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:

Associated Students Recreation Center (LEED Gold)

Rain is harvested on the 5th floor and is collected in a holding tank on the first floor for use flushing toilets.

Engineering Building Hydrology Lab

Portland State University's Northwest Center for Engineering, Science and Technology, is equipped with a rainwater harvesting system that uses Oregon's average 38" of annual rainfall to supplement the building's overall water demand. The system captures rain from the rooftop and diverts a portion through the rainwater harvesting system located in the hydrology lab on the 2nd floor. The water is stored in a 1000 gallon storage tank, filtered through carbon, and undergoes UV sterilization before being pumped to toilets and urinals on the 1st floor. In addition to conserving flush water and reducing rainwater runoff, this system also contributes to the university's engineering curriculum. Students use the rainwater harvesting system to study water usage rates, savings, filtration methods, and other aspects in an effort to advance this technology.

<http://www.pdx.edu/planning-sustainability/water>

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

All Housing buildings have individual meters. Most other buildings also have meters, but a number of buildings are on a "water loop" without individual meters, this will hopefully be rectified in the near future.

Exemption meters for Irrigation, Cooling Towers, and other water uses that do not go to sewage are present to calculate accurate sewer charges.

New Buildings and recent remodel's have water meters that report to the BAS.

Utility water meter usage is recorded in the Utility Manager Server to accurately track usage.

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

Retrofit lavatories in East Hall, Millar, and Cramer with low flow fixtures, and installed aerators on sinks to reduce water usage. FY 14 funded project completed Summer 2014.

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):

One example is on 10th Ave next to XSB Parking. We call it the dry garden. It was a special project with the Hardy Plant Society. The technique involved tilling in a rock crush with the soil. We have used drought tolerant plants on the "hell strips" on 13th Ave, next to Parking Three. Drought tolerant, low maintenance plants are generally encouraged, including drought tolerant natives. We will be planting a small xeriscape garden between Montgomery Hall and Science Building II in the very near future.

A brief description of any weather-informed irrigation technologies employed by the institution:

There is a weather sensor on the Walk of the Heroines fountain for it to shut off when the wind speed gets too high. Besides the wind sensor at Walk of the Heroines the irrigation box there has a rain sensor to delay irrigation after rain.

Funds were recently secured for central irrigation and the system will be installed in 2014.

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

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

<http://www.pdx.edu/planning-sustainability/water>

Rainwater Management

Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Stormwater management policy from 2005

IPM plan adopted 2012

Sustainable stormwater management principles are adopted as Portland State University's (PSU) preferred approach for the management of stormwater. These principles have and will be demonstrated in the planning and retrofitting of current and future campus development

with the intent of managing all stormwater on site within a 50-100 year time period.

Includes such initiatives as:

Eco-roofs, rainwater harvesting, bioswales, porous pavers, better irrigation practices, and more.

Goals:

- Decrease impervious surfaces and/or increase stormwater surfaces which allow for water reuse on the Portland State University campus, especially through methods which continue to allow urban density.
- Improve water quality, decrease water runoff peak rate, increase and improve natural habitat systems.
- Decrease resource usage including pesticides, fertilizers and irrigation water.
- Implement designs which allow for stormwater to be reused on-site.
- Decrease sediment losses through sustainable erosion control.
- Implement consistent monitoring and auditing of systems.
- Implement all levels of the Stormwater Management Plan and Integrated Pest Management Plan.
- Become a leader in the research, development and successful implementation of sustainable stormwater management in the Pacific Northwest.

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:

SWMP Goals:

- Decrease impervious surfaces and/or increase stormwater surfaces which allow for water reuse on the Portland State University campus, especially through methods which continue to allow urban density.
- Improve water quality, decrease water runoff peak rate, increase and improve natural habitat systems.
- Decrease resource usage including pesticides, fertilizers and irrigation water.
- Implement designs which allow for stormwater to be reused on-site.
- Decrease sediment losses through sustainable erosion control.
- Implement consistent monitoring and auditing of systems.
- Implement all levels of the Stormwater Management Plan and Integrated Pest Management Plan.
- Become a leader in the research, development and successful implementation of sustainable stormwater management in the Pacific Northwest.

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

2 operational Rainwater Harvest Systems at ASRC and Engineering Building. 1 additional system at Epler Hall that captures rainwater but is no longer operable for rainwater re-use. A repair is under investigation.

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

353,848 Gallons

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

Bio Swales on 5th & 6th Aves and near Helen Gordon and in Stephen Elpler Courtyard. Eco Roofs at Broadway, Engineering Building, Native American Center and Blumel Bike Garage.

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

Ecoroofs are an aesthetically pleasing way to enhance the lifespan of a roof, reduce the building's stormwater runoff, and reduce energy consumption by mitigating rooftop heat loss in cold weather and maintaining cooler indoor temperatures during warmer months. PSU has Ecoroofs on:

- Broadway Building
- Engineering Building
- Native American Student & Community Center
- Blumel Hall Bike Shelter
- Cramer Hall

Ecoroof Research:

- Ecoroof & solar panel research project, SRTC
- Shattuck Hall Ecological Learning Plaza

The Broadway Housing Building sports an 18,000 sq. ft. ecoroof, the Native American Student Center features a native plants rooftop garden, and three small ecoroofs are located between Smith Center and Neuberger Hall atop a community gathering space, cob oven, and informational kiosk, respectively. PSU was awarded a 2005 BEST Award for the Broadway Housing Building's ecoroof.

<http://www.pdx.edu/sustainability/water>

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

Pervious pavers replace conventional asphalt or concrete paving, allowing stormwater to percolate through areas that would otherwise be impervious to the soil below. They reduce erosion, help filter pollutants, and help recharge groundwater.

Locations:

- Native American Student & Community Center
- Biology Research Greenhouses
- ASRC 5th floor patio
- Shattuck Hall Ecological Learning Plaza

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:

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

Stormwater planters slow and filter runoff reducing the rate, quantity and pollutants before water flows back to the river/watershed.

Planter locations:

12th & 4th Avenues

Montgomery Green Street

Urban Plaza

Science Research & Teaching Center (SRTC)

Walk of the Heroines

Bioswales contain plants that filter stormwater runoff, helping to remove oil, sediment, exhaust, dirt, and chemicals. Locations:

Helen Gordon

Stephen Epler Courtyard

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

From PSU's Stormwater Management Policy

...

h. Use of slow release fertilizers and/or carefully managed fertilizer applications timed to ensure maximum root uptake and minimal surface water runoff or leaching to groundwater.

i. Avoid the widespread application of broad spectrum pesticides by involving only purposeful and minimal application of pesticides, aimed at identified targeted species.

j. Coordinating pesticide application with irrigation practices to reduce runoff and leaching to groundwater.

k. Incorporating features into the design of fertilizer and pesticide storage, mixing and loading areas that are designed to prevent/minimize spillage.

l. Continually looking for alternatives to traditional pesticide use and stormwater practices, by seeking out natural methods that are also socially and economically acceptable.

m. Educating maintenance personnel about the need to maintain motor vehicles to prevent the accumulation of oil, grease and other fluids on impervious surfaces, where they might be conveyed to surface and ground waters by runoff, and the need to regularly collect and properly dispose of yard debris.

...

o. Vehicles may not be washed onsite. All vehicle washing must be done at a car wash connected to the City sanitary system.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www.pdx.edu/planning-sustainability/water>

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

Molly Bressers

Program & Outreach Coordinator

Campus Sustainability Office

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:

Committees: Climate Action Implementation Team, Living Lab Task Force, Sustainable Drinking Water Task force, Dining Services Purchasing task force, Promotional items task force, Green Revolving Fund task force, etc. etc. etc.

Offices: Campus Sustainability Office, Sustainability Leadership Center, Institute for Sustainable Solutions

Officer: Campus Sustainability Manager

Accomplishments of various offices:

- Energy Conservation guidelines
- Approval and budgeting to seek LEED EBOM certification for at least one campus building
- Development of a carbon offset for air travel
- Tree care plan, IPM plan, Tree Campus USA certification
- Living lab project selection and development
- Involvement with all new capital building projects
- Involvement with hiring of high level officers in other departments
- Revision of dining services contract for sustainable food procurement
- Revision of custodial contract for green cleaners and other sustainability features

- Leading other committees
- Sustainable Neighborhoods Initiative
- Sustainability Tour
- Social Sustainability Month, Cultural Sustainability Tour
- Development of Sustainability Scholars program
- Graduate certificate in Sustainability
- EcoReps Program
- Waste Reduction and Reuse programs - Reuse Room, Mug Runners, etc.
- Research to Action symposia
- Ecosystem Services for Urbanizing Regions Graduate Research Traineeship (IGERT).

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Climate Action Plan Implementation Team (CAP-IT) was formed after the signing of PSU's climate action plan (CAP), and serves as an advisory board to the Campus Sustainability Office.

CAP-IT is tasked with implementing strategies to meet the goals of our CAP. Strategies may include a range of activities that result in greenhouse gas reductions in building energy use, materials consumption, travel, and transportation. The CAP-IT sets priorities and interim goals, establishes tracking metrics to evaluate effectiveness, creates and manages financing strategies, lobbies for institutional buy-in, and informs annual progress reporting.

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

- Ian Stude, Director of Transportation and Parking, Co-chair
- Dan Zalkow, Director of Planning, Construction & Real Estate
- Jenny McNamara, Campus Sustainability Office, Controller.
- Noel Mingo, Utility Manager
- Sara Johnston, Human Resources
- Darin Mathews, Director of Contracts & Procurement
- Molly Bressers, Campus Sustainability Office
- Anthony Hair, Waste Management Coordinator
- Chuck Lanham, Office of Information & Technology
- Rick Viaene, Operations Supervisor, Facilities
- Quinn Soifer, Capital Projects & Construction
- Michael Walsh, Director of Housing & Residence Life
- Jason Franklin, Director of Campus Planning

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

<http://www.pdx.edu/planning-sustainability/climate-action-plan-implementation-team-cap-it>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Campus Sustainability Office (CSO) is housed within Finance and Administration and aligns operations, policies, and planning with university conservation and sustainability goals.

Core Functions of CSO:

Lead planning efforts to ensure continuous improvement in resource conservation

Benchmark PSU's sustainability performance

Facilitate collaboration and build capacity to implement sustainability projects

Support students, faculty & staff in becoming conservation leaders

Institute for Sustainable Solutions: The Institute for Sustainable Solutions (ISS) is a hub for sustainability at Portland State, supporting interdisciplinary research, curriculum development, student leadership, and meaningful community partnerships. ISS is home to the Graduate Certificate in Sustainability, the Research to Action symposia, the Sustainable Neighborhoods Initiative, and the Ecosystem Services for Urbanizing Regions Graduate Research Traineeship (IGERT).

Sustainability Leadership Center: The Sustainability Leadership Center (SLC) offers transformational hands-on learning experience on campus and in the community. Their mission is to connect sustainability and student life at PSU, and programs are open to any student enrolled at PSU.

The SLC is managed by six student staff, many interns and volunteers, and one full-time coordinator. We intentionally seek to learn by doing, and share our leadership processes and models with all program participants.

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

10

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

<http://www.pdx.edu/sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jenny McNamara

A brief description of each sustainability officer position:

Environmental planning - Works collaboratively with campus executives to develop and document sustainable operating strategic plans that address materials management, maintenance, energy conservation, transportation and commuting, eco-district, and watershed stewardship. Meets with executives regularly to track efforts and adapt or improve strategies to meet current operating conditions, budget, emerging policy, time sensitive

opportunities, and to reflect current best practice. Reports progress quarterly to Associate Vice President of Finance and Administration (FADM).

Promotes the concept of a “Living Laboratory” - The Sustainability Coordinator will bridge operations and academic research/coursework by facilitating collaborative relationships between FADM units and academic units. Outcomes may be operational changes based on formal research and student projects or learning opportunities created by highlighting operational sustainability innovations with academic units.

Benchmarking – Establishes green house gas reduction benchmarks. Collects and analyzes university sustainability performance data, compares to benchmarks, and reports out on progress of sustainability efforts. Finally, adjusts benchmarks as necessary to encourage innovation and progress towards meeting goals and objectives of the Climate Action Plan.

Resource – Responds to inquiries from media, rating agencies, students, faculty, staff, the public, vendors, and others regarding campus sustainability efforts.

Communications and recognition – The Coordinator catalogs campus wide sustainability efforts, sustainability policies, performance metrics, and performance data. On a regular basis, distributes communications to the campus community and external stakeholders regarding sustainability efforts, best practices, and institutional sustainability performance. In addition, plans and implements regular recognition events to recognize progress and volunteers.

Liaison - Serves as Portland State University’s primary representative when coordinating green house gas mitigation efforts and related activities with public agencies and other Oregon University System institutions.

He/she acts as a liaison to the Provost’s office, the Vice Presidents’ offices, faculty, staff, students and the Coordinator of Academic Sustainability Programs. The Sustainability Coordinator is the chief contact with the external community about issues and advances in sustainable practices on PSU’s campus, providing the connection between campus and regional efforts.

Climate Action Plan Implementation Team – Voting member and serves as staff for planning, research and implementation of initiatives. Also serves as committee spokesperson to executive leadership. Ensures documents are updated and reports are generated as necessary.

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

<http://www.pdx.edu/planning-sustainability/leadership>

Responsible Party

Jenny McNamara

Sustainability Manager

Campus Sustainability Office

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	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	---	---

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

Goal: PSU recognized as a leader in problem-based, project-based curriculum that has measurable community impact.

Initiatives: Expand faculty development focused on problem-based learning in partnership with Office for Academic Innovation; identify long term Sustainable Neighborhoods Initiative (SNI) partner communities and develop assessment, development and communication mechanisms to support those partnerships; establish a campus-based Living Lab program; expand opportunities for curricular engagement with Community Environmental Services (CES) projects.

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

The time frame is 2013 - 2018.

- Faculty development workshops offered each year
- SNI partner MOUs completed, deepen student understanding of academic content, strengthen student professional skills, increase student sense of social responsibility, increase ability to work together better with partners, provide significant organizational capacity for partners, provide value to partners, make measurable impacts on local sustainability goals
- Living lab program established with Campus Sustainability Office, projects advances campus sustainability priorities and metrics, students will identify the connection between academic content and the sustainability experiential learning, students will describe how their project helped support or made measurable progress on PSU's campus sustainability, students will apply the sustainability experiential learning concepts locally, regionally, and globally to broaden project relevance, students will explain how the sustainability experiential learning related to the development or strengthening of their professional skills
- Increasing number of CES projects per year

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

Institute for Sustainable Solutions

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

Goal: PSU is a recognized leader in policy-relevant urban sustainability research that integrates across transportation, planning, ecology, social issues, business, community development, energy, and related disciplines.

Initiatives: Use Research to Action symposia, research stimulus funding, and other means to strengthen connections between sustainability research communities on and off campus; catalyze faculty teams to work with community partners on a neighborhood-focused research agenda; support the creation of long term funding streams for emergent research efforts; build capacity to operationalize data compiled by research and service units such as Community Environmental Services.

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

The time frame is 2013 - 2018.

- Number of Research to Action events held each year, survey faculty to understand the value and make improvements to events
- Increase availability of research funding for urban sustainability, increase number of publications resulting from research
- Offer financial incentives for faculty teams to work with neighborhood partners

- Work with development to create research funding streams
- Reflect on compiled data and connect with other units for utilization potential.

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

Institute for Sustainable Solutions

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

Goal: Sustainability is embedded throughout the student experience. Student life at PSU is healthy, accessible, inclusive, and vibrant. Initiatives: Integrate sustainability into goals for student life and experience; expand student engagement in university sustainability initiatives and events that highlight sustainability values and skills.

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

The time frame is 2013 - 2018.

- Publish signature sustainability events calendar and host free, open events
- Create student leadership and resource toolkit
- Gather baseline data of Enrollment Management and Student Affairs departments with sustainability goals
- Increase involvement with student life programs
- Create sustainability newsletter and promote blog and social media tools, increase social media followers/likes
- Hire student ambassador to give sustainability tours
- Promote Ashoka change maker campus initiatives
- Tailor programs and communications to PSU's diverse student body

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

Sustainability Leadership Center, Enrollment Management and Student Affairs, Institute for Sustainable Solutions

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

SoMa EcoDistrict Roadmap:

<http://www.pdx.edu/planning-sustainability/sites/www.pdx.edu.planning-sustainability/files/SoMa>

[%20EcoDistrict%20Roadmap.pdf](#)

A plan for increasing sustainability initiatives and engagement within the entire South of Market (SoMa) district that PSU is a part of - our downtown neighborhood

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

Beginning 2012:

DESTINATION & GATHERING SPACES

1 year - Create “pop up” plaza and develop SoMa brand

2-5 year- 4th Ave streetscape improvements

CONNECTIVITY

1-2 years - Complete a green urban design plan for SoMa

GREEN INFRASTRUCTURE

1 year

Inventory existing trees in the district and launch tree planting campaign

2 year

Develop SoMa green infrastructure Master Plan

3-5 years

Implement SoMa green infrastructure master plan recommendations

DISTRICT UTILITIES

3-5 years

Include non-PSU buildings in utility expansion strategy

5-10 years

Develop second district energy node at University Place

10+ years

Expand system to serve non-PSU properties

EXISTING BUILDING RETROFITS

1 year

Identify buildings in district in need of energy upgrades

1-2 years

Complete audit of buildings

2-3 years
Initiate retrofits

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

SoMa Board, PSU Sustainability and Planning staff

A brief description of the plan(s) to advance sustainability in Air and Climate:

Climate Action Plan-

<http://www.pdx.edu/planning-sustainability/climate-action>

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

Carbon Neutrality by 2040
80% below 2008 GHG levels by 2030

*Numerous topic specific goals around energy, waste, purchasing, travel, and commute...outlined for those sections below.

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

Campus Sustainability Office

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

With the intention of clearly and concisely communicating our standards, including preferences and recommendations, to the team of Consultants and Contractors who work on our projects, we composed these Technical Design Standards. The work involved in the creation of this document comprised obtaining information from important stakeholders on campus, including the professionals who manage PSU's daily campus and maintenance activities, as well as the leaders who define PSU's strategic approach and future vision. Their expertise, experience, ideas, and recommendations, in addition to our own knowledge of best design and construction practices, were incorporated into this document to guide and assist Campus design efforts.

<http://www.pdx.edu/construction/technical-design-standards>

*The Climate Action Plan also includes building related goals as outlined in the Energy section below.

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

Measurable Objective: Starting in 2012, all new buildings and major renovations to be LEED Gold Minimum

There are also numerous specific standards set for building efficiency, reuse of existing resources, healthy materials, storm water management, landscaping, and more.

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

Capital Projects & Construction, Campus Sustainability Office, Facilities and Maintenance Staff

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Exhibit E - An amendment to our Dining Services Contract outlining numerous sustainability goals including our goals for local and third-party certified, sustainable foods.

The amendment also identifies strategies for reducing waste and conserving resources.

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

Dining Goals from Exhibit E.

1. Increase total local and third-party certified food expenditures each by 5% annually within each food category, based on fiscal year 2014 baseline for the duration of this contract.

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

Dining Services, Campus Sustainability Office

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

Climate Action Plan -

<http://www.pdx.edu/planning-sustainability/climate-action>

(Energy section - goals for reducing emissions associated with energy)

Energy Conservation Guidelines -

<http://www.pdx.edu/facilities/sites/www.pdx.edu/facilities/files/Energy%20Conservation%20Guidelines%20for%20Portland%20State.pdf>

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

Climate Action Plan 2030 Energy Goals:

REDUCE ENERGY use per square foot 25% below 2000 levels through demand management

GENERATE 80% of total building-related energy use from local and renewable sources

INCREASE EFFICIENCY of the energy systems by 50% (2000 baseline)

REDUCE ENERGY use by 10% through better utilization and scheduling of buildings

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

Utility Manager and Campus Sustainability Office

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

Portland State University recently developed and adopted a comprehensive tree care plan outlining goals for protecting and enhancing our tree canopy on campus. Additionally our Technical Design Standards outline sustainable landscaping requirements.

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

Tree Care Plan objectives:

No net loss in Trees starting 2014 - if one tree comes down, another is planted.

Create a tree inventory in FY2015

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

Grounds Maintenance and Campus Sustainability Office

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

Portland State's Climate Action Plan is one of few to address Scope 3 emissions associated with purchased goods, acknowledging that these emissions account for over half of our carbon footprint. The CAP has one overarching objective related to purchased goods and numerous action items aimed at helping up buy less and buy better.

* A draft Sustainable Procurement and Life Cycle Considerations Policy is now under review for release next year.

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

REDUCE embodied emissions for select commodities by 25% (2008 baseline)

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

Campus Sustainability Office, Contracting & Procurement Services

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

Climate Action Plan-

<http://www.pdx.edu/planning-sustainability/climate-action>

(transportation section - goals for reducing emissions associated with transportation)

Bicycle Transportation Plan:

https://www.pdx.edu/sites/www.pdx.edu.planning-sustainability/files/PortlandStateUniversity_BicycleTransportationPlan_March2011_ScreenRes.pdf

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

2030 Climate Action Plan Goals:

Maintain 2010 levels of travel emissions

Establish a local offset program for travel that is used by 75% percent of travelers.

Reduce the mode share of drive alone trips to 15% of commute trips made to the PSU campus.

Reduce the per capita number and distance of commute trips to the PSU campus.

Lower the carbon impact of vehicles used in the commute to campus.

Bicycle Transportation Plan Goals: 2030

INCREASE THE SHARE OF EMPLOYEE AND STUDENT COMMUTE TRIPS TAKEN BY BICYCLE

INCREASE THE PERCENTAGE OF CAMPUS RESIDENTS WHO USE BICYCLES FOR THEIR TRANSPORTATION NEEDS

PROMOTE CAMPUS AWARENESS OF BICYCLING

IMPROVE BICYCLE ACCESS TO, FROM, AND WITHIN THE UNIVERSITY DISTRICT

INCREASE THE AVAILABILITY AND DISTRIBUTION OF SHORT-TERM BICYCLE PARKING

INCREASE THE AVAILABILITY AND ATTRACTIVENESS OF LONG-TERM BICYCLE PARKING ON CAMPUS

EXPAND BIKE HUB MEMBERSHIP, SERVICES, AND RETAIL OFFERINGS

PROMOTE AWARENESS AND SUPPORT OF BICYCLE COMMUTE OPTIONS FOR THE ENTIRE UNIVERSITY COMMUNITY

SUPPORT AND ENCOURAGE CITY, TRIMET, METRO, AND STATE BICYCLING INITIATIVES

CONTINUE AND EXPAND SURVEY AND DATA COLLECTION EFFORTS TO IDENTIFY PROGRAM AND FACILITY SUCCESSES AND DEFICIENCIES

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

Transportation and Parking Services, Campus Sustainability Office

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

Climate Action Plan-

<http://www.pdx.edu/planning-sustainability/climate-action>

(Materials Section)

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

Waste Goals 2030

REDUCE solid waste generated on campus by 25% (2008 baseline)

REDUCE landfill-bound waste to 10% of total waste generated

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

Campus Sustainability Office

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

Portland State's Stormwater Management Plan outlines specific strategies for reducing irrigation and mitigating stormwater runoff to improve quality and decrease quantity.

http://www.pdx.edu/sites/www.pdx.edu.sustainability/files/media_assets/sus_Stormwater_Managemen

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

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

Campus Planning, Campus Sustainability Office, Facilities, and Capital Projects & Construction

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

Portland State's present Diversity Action Plan's first draft was written in 2012 in collaboration by faculty, staff, students, and community.

In brief, the eight major objectives of the Diversity Action Plan are:

- A: Produce graduates who can be leaders in a global community Section
- B: Ensure that diversity is incorporated into the curriculum Section
- C: Create an environment that is welcoming, inclusive and diverse Section
- D: Create more robust communication channels to bring the world to the campus and the campus to the world Section
- E: Endorse a campus-wide cultural competency training plan Section
- F: Recruit and retain cross-culturally sophisticated faculty and staff
- G: Recruit and retain a greater number of historically underrepresented, historically underserved and international students
- H: Develop and support relationships with the community, alumni and other partners

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

Produce graduates who can be leaders in a global community:

Objective 1: Increase proportion of PSU students who go abroad.

Metric 1: Increase 6% from current levels by 2015, increasing by 3% every five years.

Data source: Office of International Affairs

Ensure that diversity is incorporated into the curriculum:

Objective 1: The Center for Academic Excellence assessment team will work with academic units to advance their programmatic, diversity learning goals.

Metric 1: Move each academic unit along the learning assessment continuum.

Create more robust communication channels to bring the world to the campus and the campus to the world:

Objective 1: Continue the ■U Belong■ at PSU campaign and highlight new video profiles of diverse faculty, students, and staff.

Metric 1: Annual increase in the number of new videos and profiles published on the Web site

Objective 2: Expand the ■U Belong■ campaign to include student stories in other languages targeted at Native American and international students.

Metric 2: Annual increase in the number of video ■hits■ from outside the United States

Objective 3: As resources allow, produce more ■U Belong■ videos generally, and make sure they stay in frequent rotation with the other videos featured on the home page of the PSU Web site.

Metric 3: Annual increase in the number of ■U Belong■ videos produced and the frequency with which they are viewed on the PSU Web site

Objective 4: Increase the number of courses with diversity themes that are produced either wholly or in part for the online environment.

Metric 4: Number of new courses that are offered online

Endorse a campus-wide cultural competency training plan:

Objective 1: Implement a core training program for all staff, faculty, and student employees in order to help ensure that all employed members of the campus community know how to engage with others in ethical and legal ways that promote professionalism and respect.

Metric 1: 80% of University employees have completed the training by July 1, 2013

Recruit and Retain Diverse Faculty and Staff:

Objective 1: Increase efforts and innovative strategies to attract and accept faculty and staff applications from historically underrepresented or marginalized communities to a level that reflects the demographics of those communities.

Metric 1: AAP workforce data Portland State University -- 2011-2012 Diversity Action Plan

Objective 2: Foster a campus community that celebrates differences, and is welcoming and inclusive toward faculty and staff from historically underrepresented or marginalized communities.

Metric 2: Workforce retention data and climate/culture audit

Objective 3: Supplement promotion and tenure standards to include ■diversity efforts■ as a measure to achieve promotion and tenure status.

Metric3: Satisfaction survey or other measurement

Recruit and retain a greater number of historically underrepresented, historically underserved and international students:

Objective 1: Identify and increase strategic initiatives that support historically underrepresented student access and success.

Metric 1: Increase overall undergraduate (UG) — new freshmen (FR) and transfers (TR) underrepresented student enrollment.

Metric 2: Meet or exceed underrepresented first time FR and TR goals for student retention rate goals of 75% (FR) and 82% (TR).

Objective 2: Identify and increase strategic initiatives that support the access and success of Latino/a students.

Metric 1: Meet or exceed new UG FR and TR Latino/a student enrollment goal of 181 FR and 341 TR by Fall 2013.

Metric 2: Meet or exceed FTF and TR goals for Latino/a student retention rate goals of 75% FR and 85% TR by Fall 2013.

Objective 3: Identify and increase strategic initiatives that support international student enrollment.

Metric 1: Meet or exceed new UG FR and TR international student enrollment goal of 80 FR and 100 TR by Fall 2013.

Objective 4: Identify and increase strategic initiatives that support access for Certified Veteran Students.

Metric 1: Meet or exceed overall Certified Student Veteran enrollment (undergraduate and graduate) goal of 1,000 by 2013.

Objective 5: Identify and increase strategic initiatives that support Native American student enrollment by coordinating recruitment strategies with tribal colleges, universities and tribal education departments to increase the number of student applicants from tribal nations.

Metric 1: Increase new UG FR and TR Native American student enrollment commensurate with high school graduation levels of the districts locally and nationwide by Fall 2013.

Develop and support relationships with community, alumni and other partners:

Objective 1: PSU should increase its emphasis on recruiting and graduating more students of color. The eventual goal should be to have a student body that is representative of the region's demographics.

Metric 1: Increase in diversity of student body and graduation rates of students of color

Objective 2: Given PSU's commitment to incubating and accelerating the creation of new businesses, every effort should be made to enroll and graduate more immigrant students, particularly those with an interest in business.

Metric 2: Increase the diversity of the student body in the School of Business.

Objective 3: Work with the PSU Office of Advancement to develop a systematic approach to tapping our international alumni base for targeted giving, mentoring and employer facilitation.

Metric 3: Increased giving from international students and their families.

Objective 4: Work with the Office of Business Affairs to increase the number of contracts with Minority, Women and Emerging Small Business (MWESB) firms.

Metric 4: Annual increase in the number and amount of MWESB contracts

Objective 5: Develop and support relationships with community, alumni, tribes, and other partners.

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

Office of Global Diversity and Inclusion

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

Goal: Sustainability is part of Human Resources onboarding process for all new employees

Initiative: Sustainability communications to work with HR to provide new and existing employees with sustainability resources

Goal: Encourage participation in Healthy U Wellness Challenge

Initiative: The Healthy U Wellness Challenge is an 8-week incentive based program to encourage wellness among students, faculty and staff at Portland State University.

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

The time frame is 2013-2018.

- Sustainability is part of the onboarding process

- Sustainability resources are available on the HR website

- Participants in the Healthy U Wellness Challenge log points and earn prizes in three categories: healthy habits, exercise, and event participation

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

Human Resources, Institute for Sustainable Solutions, Campus Sustainability Office, Rec Center

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:

This document summarizes Portland State University's sustainability planning as of December 2013, identifies gaps, and articulates the path forward toward greater clarity of goals and deployment of related strategies. The document offers a value proposition for how PSU—and other universities—can align operations and provide an educational and research foundation for sustainability.

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

http://www.pdx.edu/sustainability/sites/www.pdx.edu.sustainability/files/Playbook_DEC_final.pdf

Governance

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

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:

ASPSU welcomes all students to be involved and participate in the Senate, Judicial Board and many other committees who serve PSU Students.

ASPSU: Advocate for and represent the interest of students before internal and external bodies;

Facilitate formal needs of communication and interaction between students, student organizations, faculty and University administration;

Identify and develop services not offered by other divisions of the University;

Provide a process for students to fully participate in the allocation of student incidental fees.

This Student Fee Committee is composed of 8 members and is responsible for recommending the allocation of the Student Fee to the ASPSU Student Government and the University President. It is the job of the SFC to allocate money to student funded programs and services that further the cultural and physical development of the students at large.

There are student members on the board of trustees.

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?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Before the first regular Board meeting of the calendar year, the Secretary of the Board will poll trustees for comments and recommendations to nominate either current officers for re-election or new officers for election to one-year officer terms to begin July 1.

The Secretary will notify nominees of their nomination, inform them of Board officers' responsibilities, and confirm nominees' willingness to serve. The Secretary will report these findings to the Executive and Audit Committee.

At the first regular Board meeting of the calendar year, the Executive and Audit Committee will make recommendations to the Board regarding the election or re-election of Board officers.

Officers are elected by a simple majority of those present at the first Board meeting of the calendar year, a quorum being present. Nominations may be made at the time of election. Election will be by written ballot upon the request of any two (2) trustees present at the election.

The one-year terms of incoming officers will begin on July 1. Officers will continue in office until their successors are elected. No officer will be eligible for election to more than two (2) consecutive full one-year terms in the same office.

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	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	---
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

There is one student on the Board of Trustees, as well as project teams for the President's strategic planning process. All students were invited to participate in a current campus strategic planning process by providing feedback. Students also shape programming, planning, and use of resources through the Student Fee Committee and ASPSU. Students were also able to take part in the Provost's ReThink program which worked to design new academic programs and certifications.

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)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

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	---
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	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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:

Faculty Senate:

The Faculty shall consist of the Chancellor, the President of Portland State University, and all persons who hold State Board appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unranked members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks, whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System. From Article II, PSU Faculty Constitution.

<http://www.pdx.edu/faculty-senate/home>

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:

Before the first regular Board meeting of the calendar year, the Secretary of the Board will poll trustees for comments and recommendations to nominate either current officers for re-election or new officers for election to one-year officer terms to begin July 1.

The Secretary will notify nominees of their nomination, inform them of Board officers' responsibilities, and confirm nominees' willingness to serve. The Secretary will report these findings to the Executive and Audit Committee.

At the first regular Board meeting of the calendar year, the Executive and Audit Committee will make recommendations to the Board regarding the election or re-election of Board officers.

Officers are elected by a simple majority of those present at the first Board meeting of the calendar year, a quorum being present. Nominations may be made at the time of election. Election will be by written ballot upon the request of any two (2) trustees present at the election.

The one-year terms of incoming officers will begin on July 1. Officers will continue in office until their successors are elected. No officer will be eligible for election to more than two (2) consecutive full one-year terms in the same office.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
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	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution’s governance structure is available:

<http://www.pdx.edu/board/meet-the-psu-board-of-trustees>

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

Charles Lopez

Executive Director of Diversity & Inclusion, Diversity & Inclusion
Diversity & Inclusion-Presidents Office

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:

“Portland State University (PSU) recognizes that diversity in faculty, staff and student populations enriches the educational experience, promotes personal growth, strengthens communities and the workplace, and enhances an individual's personal and professional opportunities. As a public university, PSU has a special responsibility to work for equity and social justice and to make PSU programs truly in conjunction with our diverse constituents. The DAC was formed to support these overall goals. The charge of the DAC is to: (a) Advise and report to the President and Provost on issues related to diversity. (b) Recommend to the President and the Provost the allocation/redirection of resources that support diversity initiatives and commitments. (c) Support curricular and pedagogical efforts to incorporate diversity and equity. (d) Foster research on issues related to diversity, equity and tribal sovereignty. (e) Create a welcoming and safe place for all persons. (f) Strengthen linkages with communities of diversity in the region. (g) Promote significant structural changes at PSU to support service to diverse constituents. (h) Seek outside funding sources to supplement and enhance the activities and programs of the DAC. (i) Design and oversee an assessment process to monitor progress on implementing the Diversity Action Plan. (j) Promote activities throughout the campus effectively addressing issues related to diversity. (k) Recognize and honor exemplary actions that contribute to a campus climate supportive of diversity.

Our mission is guided by three simple and powerful truths:

1. We are educating global citizens. Students in the 21st century live in the global world and must learn to think beyond the boundaries of the nation state. Consequently, we have a responsibility to prepare students to become citizens of the world. By enabling students to successfully participate in a diverse society, we can achieve a global community that's equitable and just for all.
2. Diversity contributes to critical thinking skills. Students who develop the ability to understand alternative perspectives tend to show greater empathy and have a better capacity to solve complex social problems. They're also better prepared to take on leadership roles as decision makers and facilitators by negotiating different perspectives. That's why it's important for us to create both formal and informal environments where students can learn the issues related to diversity.
3. Knowledge Serves the City. The first two truths serve the third, which is the foundation for Portland State University's motto Let Knowledge Serve the City. We're proud to be an active and contributing partner with the city we call home. It's why we're committed to connecting with diverse communities and serving our greater urban society.”

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

6.50

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

<http://www.pdx.edu/diversity/>

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:

PSU Faculty, staff and students made clear they are eager to embrace efforts to create a climate that values diversity and exemplifies mutual respect.

At the same time, many pointed out that it can be difficult to know how best to respond to sensitive situations involving workplace and campus behavior – and asked for additional learning tools to assist you in that regard. We now have such a tool: an on-line education learning module available for all employees entitled: “Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment.”

All faculty, staff and student employees have been asked to complete the learning module in order to advance our efforts to make Portland State University a more inclusive place to work and learn.”

The Diversity Action Council will also begin rolling out a series of quarterly cultural competency trainings. The student government (Associated Students of Portland State University) will also roll-out a cultural competency symposium training to faculty in 2015.

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

Assessing Diversity and Equity

Responsible Party

Charles Lopez

Executive Director of Diversity & Inclusion, Diversity & Inclusion
Diversity & Inclusion-Presidents Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The Diversity Leadership has done a self-assessment of the diversity and equity related efforts for Portland State University. A Diversity Leadership Team (DLT) was created of members of the President's Executive Committee members or their designees to draft a section of Portland State University's first comprehensive Diversity Action Plan including metrics toward eight prioritized diversity and inclusion related goals (See, below for additional detail). The Diversity Action Council recently evaluated the progress of these diversity related goals.

Has the institution assessed student diversity and educational equity?:

Yes

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

PSU's Diversity Action Council has assessed progress on the diversity goals in 2014. The diversity and inclusion goals include specific goals for students and employees. See full assessment at the link below:

<http://www.pdx.edu/diversity/diversity-action-plan-progress-report-at-psu>

Has the institution assessed employee diversity and employment equity?:

Yes

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

PSU's Diversity Action Council has assessed progress on the diversity goals in 2014. The diversity and inclusion goals include specific goals for students and employees. See full assessment at the link below:

<http://www.pdx.edu/diversity/diversity-action-plan-progress-report-at-psu>

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

Yes

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

The Diversity Leadership Team has used a recommended assessment tool regarding these areas.

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

<http://www.pdx.edu/diversity/diversity-action-plan-progress-report-at-psu>

Support for Underrepresented Groups

Responsible Party

Charles Lopez

Executive Director of Diversity & Inclusion, Diversity & Inclusion
Diversity & Inclusion-Presidents Office

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:

“Disability Resource Center

The mission of the Disability Resource Center (DRC) is to collaborate with and empower Portland State University students with disabilities in order to coordinate support services and programs that enable equal access to an education and university life. To accomplish this goal, the DRC provides pre-admission and disability counseling, advocacy, educational training, and a variety of accommodations for equal access to the educational process and campus at Portland State University.

(Source:

<http://drc.pdx.edu/>

)

Queer Resource Center

The Portland State University Queer Resource Center strives to provide an inclusive safe space in advocating for gay, lesbian, bisexual, transgender, queer and questioning students, staff, faculty and their allies. Our Mission is to serve the PSU and surrounding communities

through both outreach education and social programming that promotes awareness.

(Source:

<http://qrc.pdx.edu/>

)

Veterans Services

Veterans Services at PSU is a collaborative initiative led by the Division of Student Affairs to provide support to student-veterans at the University. (Source:

<http://www.pdx.edu/veterans/>

)

+Veterans Services Liaison: housed in the Undergraduate Advising & Support Center (UASC) and works to support student-veterans both by providing academic advising and by collaborating with, and making referrals to, programs and services both at PSU and in the community.

+Student Veterans Association: The SVA is a student advocacy and service group that works to promote, unify and advocate for the veteran voice on campus. Their mission is to bring together past and current members of the Armed Forces attending PSU.

Student parents

Student Parent Services (SPS) offers integrated services that support campus parents' goals to be effective parents while succeeding in their academic pursuits. Through campus projects, community involvement and advocacy, SPS strives to increase available resources and opportunities that improve the quality of life for campus parents and their families.

(Source:

<http://www.sps.pdx.edu/>

)

Diversity & Multicultural Student Services

Diversity and Multicultural Student Services (DMSS) mission is to build and strengthen a sustainable, educationally diverse and co-curricular environment where all students have the access and support they need to achieve their educational goals.

(Source:

<http://www.pdx.edu/dmss/>

)

+African American Student Services: African American Student Services (AASS) provides academic support services, advocacy and campus navigation. We provide connection to African American community services and resources for incoming freshman, transfer and continuing students. AASS also provides a supportive and welcoming environment for African American students as they transition to the PSU academic environment or continue their education at PSU. AASS assists students who are seeking a cultural connection at Portland State University through community building activities and connecting participants to PSU student groups and faculty, as these are essential components to achieving academic success.

+Native American Student Services provides to Native American (NA) and Alaskan Native (AN) students services to support their academic success, including academic advising, guidance and referrals to appropriate student services.

Native American Student Services coordinates with the Diversity and Multicultural Student Services (DMSS) offices; the Diversity STARS Reporting Tool | AASHE

Recognition Scholarship Program, the Native American Student and Community Center, the Student Support Services/Educational Opportunity Program, and the Tutoring Center as key services for the retention and success of the NA/AN students.

(Source:

<http://www.pdx.edu/dmss/nass>

)

+Latino/a Student Services: LSS provides academic support services, advocacy and connections to campus and Latino community services and resources to new incoming freshman, transfer and continuing students. LSS provides a supportive and welcoming environment for Latino students as they transition to the PSU academic environment. LSS assists students who are seeking a cultural connection to the Portland State University campus by connecting them to student groups and faculty, an essential component to achieving academic success.

<http://www.pdx.edu/dmss/LSS>

Diversity Scholarship Programs

The program promotes diversity and student participation in campus life through volunteerism and academic excellence. Scholarship recipients will share their unique strengths and diverse perspectives through their involvement in on-campus activities, in the classroom and through their participation in community service. The Diversity Enrichment Scholarship is a renewable tuition-remission credit in the amount of 12 undergraduate credits at the resident tuition rate excluding fees (actual amount varies).

This scholarship attracts outstanding students from diverse backgrounds, including racial and ethnic backgrounds that are traditionally underrepresented in higher education and pursue their first bachelors degree. The Diversity Enrichment Scholarship gives preferences to those who are/have:

Oregon residents

Financial need (federally defined)

First-generation* college students

* First-generation is defined as neither parent has a 4-year college degree from a U.S. university.

<http://www.pdx.edu/dmss/diversity-scholars>

The Cultural Centers

The Cultural Centers create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success and leadership.

Learning Goals: Leadership - Intercultural Communication - Identity Development - Social Justice

<http://www.pdx.edu/dmss/cultural-centers>

Native American Student & Community Center

The Native American Student & Community Center (NASCC) is a gathering space to celebrate and empower student success through

culturally relevant programming, academic support, and inter-generational community engagement to preserve and perpetuate inter-tribal connection for Native American/Alaskan Native/Pacific Islander students and our allies through tradition, ceremony, and story. Our center welcomes all people.

<http://www.pdx.edu/dmss/native-american-student-community-center>

McNair Scholars

The Ronald E. McNair Scholars Program at Portland State University (PSU) works with motivated and talented undergraduates who want to pursue PhDs. It introduces juniors and seniors who are first-generation and low-income, and/or members of under-represented groups to academic research and to effective strategies for getting into and graduating from PhD programs.

(Source:

<http://sites.google.com/site/psumcnairscholars/home/>

)

Men of Color Mentoring Program

The Men of Color Program through the office of Diversity and Multicultural Student Services is a mentoring group designed to assist incoming African-American, Latino, Native American, and Pacific Islander students. The aim of the mentoring program is to assist freshman acclimating to the college environment, utilize campus resources, and encourage academic excellence. The programs overall goal is to support the improvement of graduation rates among these identified groups.

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

<http://www.pdx.edu/dmss>

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:

The Bias Response Team (BRT) is a Portland State University community identified group of trained advocates and a central administrative core that works with students, staff and faculty experiencing bias on campus.

<http://www.pdx.edu/dos/bias-response-team>

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

<http://www.pdx.edu/diversity/sites/www.pdx.edu.diversity/files/3.15.13%20REV%20Policy%20on%20Prohibited%20Discrimination%20and%20Harassment%20signed%20final.pdf>
STARS Reporting Tool | AASHE

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

Charles Lopez

Executive Director of Diversity & Inclusion, Diversity & Inclusion
Diversity & Inclusion-Presidents Office

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:

The Office of Global Diversity and Inclusion works closely with departments across campus to help in the hiring process, develop ways to reach out to more diverse populations in the search process, and create a supportive environment and interview process for all individuals. Search Advisors monitor searches and changes in employment and act as an Advisor to Faculty Search Committees to help with target recruitment efforts to secure a qualified diverse applicant pool that reflects the relevant labor market.

PSU has invested in an incentive program for departments to engage in recruitment that not only yields a qualified diverse applicant pool but that results in the hiring of a faculty from historically underrepresented groups.

PSU hosts an annual Diversity Faculty Celebration to honor faculty contributions and to highlight valued members of the community, as well as an annual President's diversity awards ceremony.

PSU's Faculty Mentoring Program is available to support participants through a structured one year program, developed to promote program objectives and provide guidance. The program requires that participants meet and communicate regularly, commit to participating for a minimum of one year, create a positive learning environment and maintain confidentiality. To increase a sense of community participants will attend mentor or mentee orientation, attend regularly scheduled networking events and participate in regular mentor mentee sessions to help mentees work on individual plans to help them meet their professional goals.

Program Objectives

- To help increase faculty moral, motivation and develop a sense of community

- To retain diverse faculty by helping them navigate the university system, and increase awareness of university resources
- To foster a cooperative system that helps faculty meet and network with other faculty and staff on campus
- To increase the flow of information throughout the campus community

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

<http://www.pdx.edu/diversity/psus-faculty-mentoring-program>

Affordability and Access

Responsible Party

Charles Lopez

Executive Director of Diversity & Inclusion, Diversity & Inclusion
Diversity & Inclusion-Presidents Office

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Source: CeCe Ridder Dr, Diversity and Multicultural Student Services - Student Affairs

The graduation rate for 'low-income' students for 2014 was 55% This number was based on the total number of graduating students that were Pell grant eligible.

"---" 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:

PSU has many different opportunities for low-income students to minimize the cost of attendance. Together, financial aid and scholarships make it so that 77% of PSU students receive some sort of financial assistance. PSU also does a lot to raise awareness around our various policies and programs to minimize the cost of attendance. We have multiple publications that address financial aid and scholarships. We also offer programs to share information about financial aid and scholarships with prospective students, especially during our Bridges programs-- open houses for students of color, first generation college students, and low-income students.

Diversity Scholarship Programs: Fifty-six students comprised the fall 2009 freshmen cohort, supported through a first-term college success skills class and case-managed advising, had a 100% retention rate for Fall Term 2010. Of the 175 students supported through the Diversity Scholarship Programs, 47 graduated during AY 2009-2010. The Diversity Scholars provided over 4,000 hours of community service on campus and in the Metro area.

Jim Sells Childcare Assistance Program: This program, funded by the Student Incidental Fee, provides subsidies to cover up to 50% of the out-of-pocket cost of childcare for financially eligible students. In the 2013-2014 academic year, over 200 families received assistance from this program. Total amount awarded was over \$590,000.

Diversity Scholarship Programs: The program promotes diversity and student participation in campus life through volunteerism and academic excellence. Scholarship recipients will share their unique strengths and diverse perspectives through their involvement in on-campus activities, in the classroom and through their participation in community service. The Diversity Enrichment Scholarship is a renewable tuition-remission credit in the amount of 12 undergraduate credits at the resident tuition rate excluding fees (actual amount varies).

This scholarship attracts outstanding students from diverse backgrounds, including racial and ethnic backgrounds that are traditionally underrepresented in higher education and pursue their first bachelors degree. The Diversity Enrichment Scholarship gives preferences to those who are/have:

Oregon residents

Financial need (federally defined)

First-generation* college students

* First-generation is defined as neither parent has a 4-year college degree from a U.S. university.

The Access Program is designed to help support students during their first year at Portland State University by providing academic advising, help with identifying and setting academic goals, and referrals to campus and community resources. In addition to these support services, students participated in a college success class. In an attempt to alleviate financial deficiencies Access students receive \$1000 in tuition remission per quarter during their first year at Portland State University.

The GANAS program is a year-long support/mentor program designed to help new Latino/a students transition to PSU from high school. Students enrolled in this program will become active members of the campus community and will acquire skills and tools that will lead to continuing success beyond the first year at PSU. Students receive a partial tuition remission per term.

This program accepts 20 new students every year and provides some financial assistance for the first year. All enrolled students receive assistance to actively identify additional financial resources to support their education. Overall the GANAS program provides a variety of services intended to help students adjust to the college environment and achieve their academic goals.

TRiO-SSS Mission

The mission of TRiO programs is to expand educational opportunity to persons often underrepresented in higher education; increase the [STARS Reporting Tool](#) | [AASHE](#)

retention and graduation rates of eligible low income, first generation and disabled students, and to foster an institutional climate supportive of the success for those students through comprehensive services and advocacy.

TRiO-SSS assists students to:

Strengthen academic skills necessary for college level course work through classes and workshops

Connect with cultural and social enrichment activities to find a sense of community

Improve and maintain the GPA necessary to achieve academic goals

Graduate with a Bachelor's degree

TRiO-SSS can provide you the following services:

Academic and career advising

Priority class registration for the following term

Graduate and professional school counseling

Financial Literacy (such as loan forgiveness, financial aid application, managing personal budgets)

Access to our Student Lounge and Quiet Study areas

FREE printing in our computer lab

Laptop and calculator loaner programs

Additional tutoring services including individual writing support

For credit classes to SSS students at no charge. (Ex. writing, Summer Bridge)

Scholarship resources and assistance

Make appropriate referrals to campus and community resources

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

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

Upward Bound

Upward Bound, a college preparation program for high school students, is funded by the U.S. Department of Education. It is a year-round program designed to improve students' academic and study skills in high school, to develop their career and educational plans, and to help them enter and succeed in higher education. Upward Bound serves 81 low income, first generation high school students from the following schools or campuses: Franklin High School, Grant High School, Jefferson Campus, Madison High School, and Benson High School. To date, 95% of our students stay in our program through high school graduation and since 2000, 75% of these students have either graduated from college or are still in college.

All students receive:

-Academic guidance and counseling on a year-round basis

-Daily tutoring in high school courses

-Semester-long courses for high school credit

-A 6-week summer academic program

-Assistance with career and college planning and financial aid

-Opportunities for summer work-study positions (up to \$900 for the summer)

-Opportunities to visit colleges and explore careers

-Technology skill-building: web design, photo editing, movie editing, Internet research skills

Upward Bound involves parents:

a. Inform parents about Upward Bound events.

b. Communicate with parents about student participation in Upward Bound activities, especially the tutorial program.

- c. Invite parents to participate in and assist with events and activities.
- d. Encourage parents to continue their education by taking classes.
- e. Ask parents for suggestions for improving Upward Bound curriculum and activities.

Educational Talent Search:

ETS serves 685 students in the Portland and Hillsboro School Districts. A large percentage (over 67%) of our student population is comprised of under-represented ethnic minority students. Since 1993, 92% of our annual high school graduates enroll in college immediately after high school.

(Source:

<http://www.pdx.edu/dmss/pre-college-programs>

)

McNair Scholars

The Ronald E. McNair Scholars Program at Portland State University (PSU) works with motivated and talented undergraduates who want to pursue PhDs. It introduces juniors and seniors who are first-generation and low-income, and/or members of under-represented groups to academic research and to effective strategies for getting into and graduating from PhD programs.

(Source:

<http://www.pdx.edu/mcnair-program/>

)

Admissions: In support of PSU's commitment to access, the Office of Admissions serves low-income, first-generation and underrepresented students to educate them on the benefits of higher education, and recruit them to Portland State University. The Admissions Office works with high school students, family members, community based organizations, and community leaders on a regular basis to familiarize them with higher education and the steps to enrollment at PSU. The following is a listing of the activities, events and strategies implemented to increase diversity at PSU. In fall 2014, forty percent of new Freshmen identified as ethnically diverse, a four percent increase from the year prior and a two year increase of over eight percent.

- Planned and executed "Bridges", PSU's visit program for students of color (600+ attended)
- Held over 20 on-site admissions events in Oregon Public Schools, the vast majority held at Portland Public Schools and focused on underrepresented students.
- Participated over 40 events targeting students of color and their family members in PDX Metro Area from January 2013 – May 2014
- Planned and executed 2 diversity luncheons for admitted students and family members for students of color
- Planned and executed admitted student reception and new student orientation sessions in Hawaii (Attendees are predominantly students of color)
- Partnered with Hillsboro HS to bring 400 high school students to PSU for years beginning in 2010
- Planned and executed over 50 group visits for high school who wanted to bring students to PSU's campus
- Visited diverse Portland Public high schools at least three times during fall recruitment cycle
- Hosted "Paying for PSU & pizza party family members during Roosevelt HS and Grant HS basketball game to discuss paying for college
- Partnered with MECHA for Educate' conference. PSU was the exclusive University at conference allowing us to talk about PSU admissions/scholarships. This exclusivity was MECHA's plan.
- Student ambassadors presented with Admissions Counselors at recruitment events in high schools with high populations of underrepresented students
- Executed variable marketing campaign to students of color in OR who took the SAT/ACT in their senior year
- Improved communication plan for students of color to introduce them to campus programs and services
- Through improved outreach and communication, Increased by 50% the number of family members participating in the annual bilingual family orientation program (N=37 family members)

Through admissions, we have a number of opportunities for parents to learn more about the process of admission and the student's first year at PSU. Most notable among them, PSU hosts a fall and spring visit program (including the Bridges programs) and our regular Orientation programs. There is one family program at orientation for bilingual family members (Spanish) where all content is in Spanish. All of these programs have workshops, panels, and receptions specifically geared toward parents of prospective and incoming students.

- Admissions has a family newsletter for parents of current students.

- All admitted student's family members receive a "Paying for PSU" brochure and a letter from the President discussing the value of a PSU education.

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

Portland State has a number of scholarships for low-income students. Beyond our general scholarships that are available for all eligible students, we have some specifically geared toward high need and first generation college students. We currently have seven scholarships for student with high financial need with awards from \$1,500 to \$3,000. In addition we have ten scholarships for first generation college students that award \$2000 to \$5000.

Portland State offers a wide variety of scholarships to meet the needs of our diverse student body. Some scholarships are based on:

- Financial need

- Diverse and unique backgrounds

- First generation status

(Source:

<http://www.pdx.edu/finaid/scholarship>

)

A brief description of any programs to guide parents of low-income students through the higher education experience:

Through admissions, we have a number of opportunities for parents to learn more about the process of admission and the student's first year at PSU. Most notable among them, PSU hosts a fall and spring visit program (including the Bridges programs) and our regular Orientation programs. There is one family program at orientation for bilingual family members (Spanish) where all content is in Spanish. All of these programs have workshops, panels, and receptions specifically geared toward parents of prospective and incoming students. Admissions has a family newsletter for parents of current students.

All admitted student's family members receive a "Paying for PSU" brochure and a letter from the President discussing the value of a PSU education.

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

"The Bridges programs would be the most obvious example of targeted outreach. Bridges is Portland State University's annual open house for high school students, who are low income, first generation, or from ethnically diverse backgrounds, who are exploring college opportunities. Admitted Student Programs are held in spring for first year students. At these events, a diversity luncheon is hosted where students are introduced to other newly admitted students of color and current PSU students and staff who work in areas that hold programs and have services important to underrepresented, first generation and low income.

PSU also makes a concerted effort to participate in community events where low-income students will be present, such as college fairs

and college nights. We also visit high schools around the country. Our counselors are equipped to answer the questions of low income students and their families when they meet them during recruitment.

Bilingual Family Orientation:

Alongside New student Orientation we partnered with Diversity and Multicultural Student Services, Financial Aid, and various campus academic advisers to offer a Bilingual Spanish Orientation for Latino Families on July 11, 2014. This track allowed parents and family members to receive the same information as our English speaking families on how to support their student(s) through their transition to college and how to be successful during their academic careers. Approximately 47 family members participated.

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

Advising Programs have recently been improved so that all students receive mandatory advising during their first year.

<http://www.pdx.edu/advising/>

PSU's admission policies and programs try to balance the priorities of access and excellence. We strive to recruit and admit students who will be successful in the PSU environment. Initial evaluations of students take into account their GPA, completion of 15 core subject areas with a C- or better, and standardized test scores. While grades tend to be the best indicators of success, we also acknowledge that there are other factors in students lives. Because of these other factors, when students do not meet our general admission requirements, we offer opportunities to explain why and prove they would be successful candidates for admission through a more holistic admission process. Rolling admissions is another example of our commitment to access.

The federal government offers a number of financial aid programs. Besides aid from the U.S. Department of Education (discussed below), a student may also receive:

- aid for serving in the military or for being the spouse or child of a veteran,
- tax benefits for education,
- an Education Award for community service with AmeriCorps,
- Educational and Training Vouchers for current and former foster care youth, and/or
- scholarships and loan repayment through the Department of Health and Human Services' Indian Health Service, National Institutes of Health, and National Health Service Corps.

The U.S. Department of Education awards about \$150 billion a year in grants, work-study funds, and low-interest loans to more than 14 million students. Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. Aid also can help pay for other related expenses, such as a computer and dependent care. Thousands of schools across the country participate in the federal student aid programs; ask the schools you're interested in whether they do!

Federal student aid includes:

- Grants—financial aid that doesn't have to be repaid (unless, for example, you withdraw from school and owe a refund)
- Loans— borrowed money for college or career school; you must repay your loans, with interest
- Work-Study—a work program through which you earn money to help you pay for school"

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

PSU's Office of Student Financial Aid and Scholarships operates under the State and Federal directive that higher education should be accessible and affordable to all low-income students. Further more, we have adopted the National Association of Student Financial Aid Administrators, 'Principles of Excellence' policy. Every staff member of the department agrees, acknowledges, and signs a statement of adherence to the following:

[STARS Reporting Tool](#) | [AASHE](#)

- Commit to removing financial barriers for those who want to pursue postsecondary learning and support each student admitted to our institution.
- Without charge, assist students in applying for financial aid funds.
- Provide services and apply principles that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.

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

We have an Assistant Director of Compliance and Quality Assurance as well as a compliance committee. Our office also maintains compliance with annual assessments and audits to ensure we are maintaining the highest level of equity.

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:

Currently, there are no scholarships that specifically designed for part-time students. However, some of the colleges and departments award scholarships to part time and/or non-traditional students. 2014 fall term, the university paid out \$202,196 to students whose enrollment indicator is less than full time.

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:

Campus Childcare

Little Vikings Drop-In Childcare Center - Provides drop-in, reserved and occasional care for children of students, staff and faculty ages 6 weeks to 12 years. Pay only for the care you need.

ASPSU Children's Center- 126 Smith Memorial Student Union, 503-725-2273. PSU's short and long hourly childcare for students, staff and faculty.

Helen Gordon Child Development Center- PSU's full-day infant/toddler, preschool and kindergarten program and laboratory, which serves 200 children, aged four-months to six years.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

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	76
The graduation/success rate for low-income students	55
The percentage of student financial need met, on average	56
The percentage of students graduating with no interest-bearing student loan debt	47

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:

76

The website URL where information about the institution's affordability and access programs is available:

<http://nces.ed.gov/collegenavigator/?q=portland+state+university&s=all&id=209807>

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

Kerry Gilbreth

Associate Director for HR
Benefits, Leaves, and HR Reception

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.

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

Number of employees:

4,068

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

4,068

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:

237

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:

PSU has employees represented by the Service Employees International Union (SEIU) as well as the American Association of University Professors (AAUP). There are 2707 total represented employees.

<http://www.pdx.edu/hr/compensation>

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

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

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

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

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

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

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

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

The local legal minimum hourly wage for regular employees:

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

Yes

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

No

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

<http://www.pdx.edu/hr/compensation>

Assessing Employee Satisfaction

Responsible Party

Molly Bressers

Program & Outreach Coordinator

Campus Sustainability Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

7

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

We haven't conducted a satisfaction or engagement survey for all employees, but we have surveyed new employees the past two summers (2013 & 2014). The survey went out in July from the Onboarding Committee and was sent to everyone hired within the past year. In 2014 it went to 287 employees. We have 4068 total employees.

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

The survey is new, so there are no examples yet.

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

2,013

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

Wellness Program

Responsible Party

Kerry Gilbreth

Associate Director for HR
Benefits, Leaves, and HR Reception

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

Additional health and wellness resources:

<http://www.pdx.edu/hr/balancing-life-and-wellness>

"---" 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):

The Employee Assistance Program (EAP) is a program designed to assist employees in identifying and resolving personal concerns, including, but not limited to stress, financial distress, workplace conflicts, family conflicts, marital pressures, substance dependency, loss and grief, legal issues, or other personal challenges that may affect job performance.

In addition to 24-hours crisis counseling, the EAP offers life balance services including a free half hour consultation followed by discounted fees for legal, mediation, financial, and/or identity theft issues. Also, a free, simple will preparation kit is available for the member to complete and submit to be reviewed by a legal professional.

The Center for Student Health and Counseling (SHAC) Counseling Services offers individual and group counseling, emergency/crisis counseling, LD/ADHD testing, medication evaluation and management, and consultation and outreach services.

Students interested in any of SHAC's counseling services are encouraged to walk-in to SHAC and consult with a counselor during daily walk-in hours. SHAC counselors will meet with students to determine appropriate next steps for care which may include: referral to another PSU support resource, referral to group counseling, a follow up appointment with SHAC Counseling Services, being placed on Counseling Service's waitlist for individual counseling, and/or referral to a community resource.

<http://www.pdx.edu/shac/counseling>

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

<http://www.pdx.edu/hr/employee-assistance-program#eap>

Workplace Health and Safety

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

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.

Submission Note:

Information provided by the office of Human Resources.

"---" 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	38	40
Full-time equivalent of employees	4,068	4,247

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

A brief description of when and why the workplace health and safety baseline was adopted:

Most recent year data was 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:

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

Rebecca Hein

Chief Financial Officer

Portland State University Foundation

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.

Submission Note:

The PSU Foundation Investment Committee supports whole heartedly the sustainability program and efforts at PSU. It would not meet the mission of PSU Foundation to make investment decisions solely on sustainability efforts without assessing the risk/return characteristics. The Investment Committee will look for opportunities to promote sustainability within its mission. The Investment Committee will manage funds consistently with the strategic objectives of the fund.

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

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

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

N/A

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

N/A

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Rebecca Hein

Chief Financial Officer

Portland State University Foundation

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.

Submission Note:

The Investment Committee reviews investment portfolios on a quarterly basis with the investment managers. Annually, PSU Foundation reports the asset allocation to endowment donors. We also participate in the annual survey conducted by NACUBO and Commonfund.

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

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

No

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

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

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

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

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

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

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

Waste Audit Living Lab Experience (WALL-E)

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

The Waste Audit Living Lab Experience (WALL-E) has organically arisen from faculty and student interest in waste management on Portland State's campus. Whether this interest has stemmed from the desire to see public composting options for students expanded or to personalize an individual's connection to the waste they generate, the outcomes have been the same. Rich data about the contents of waste containers on campus are being generated and speculations on behaviors driving consumption and disposal of goods are being analyzed. In the last six months, five separate waste audits have been conducted at PSU. The first of these audits arose from the desire of PSU's Waste Reduction Task Force to examine the amount of compostable food scraps being generated in the university's library. This audit was followed-up with an examination by Chris North's Studio Collective of the Art Building's waste. The three most recent audits have all been conducted by freshman inquiry classes.

The primarily goal of the Waste Audit Living Lab Experience is three-fold. First, to provide students with a collaborative, thought-provoking experience that allows them to build connections between common resources, sustainability, and their everyday lives. Second, to build a robust data set of waste generation and disposal methods on campus and identify opportunities for process improvements in the university's waste management program. Third, to foster partnerships and synergies across the PSU campus community and beyond regarding waste management practices with the hope of developing solution-based innovations within the school.

This is one of the first program to be officially vetted and funded by PSU's Living Lab process.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Through this program, PSU has sorted 1,466 lbs of landfill-bound waste from five different buildings on campus with approximately 150 students.

A letter of affirmation from an individual with relevant expertise:

[Innovation letter for WALL-E.pdf](#)

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	Yes
Research	---
Campus Engagement	Yes

Public Engagement	---
Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
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

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
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:

Social Sustainability Month

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

Social Sustainability Month (SSM) is an annual series of events that has been hosted at PSU since 2010. Students are the main organizers of SSM, and the initiative receives departmental support from the Sustainability Leadership Center, Womens Resource Center, Campus Recreation, and the Cultural Centers. The goal of SSM is to build sustainable community that includes everyone. Connections are made between the ecological, environmental justice, economic, political, human rights, and cultural dimensions of sustainability. SSM explores ways to dismantle positions of power and privilege within the sustainability movement.

Philosophies and frameworks of sustainability have existed for thousands of years previous to the current movement. What are some of the alternative, lesser known, or marginalized perspectives that guide a sustainable lifestyle or culture outside of the dominant paradigm? What role has colonization played in silencing these voices? How has colonization impacted people's quality of life and the land inhabited by them? In what ways is language used as a tool for colonization?

What are some of the tools that can be used to highlight these narratives so that we can build a more equitable, accessible, and diverse movement? How do we validate and celebrate the diversity of the human experience? How do we create a space of visibility for marginalized groups? How can we reclaim language and identity? How can we break down barriers and create brave spaces for individuals to share their experiences? How can we work together with respect for our diverse backgrounds?

More information can be found at

<http://www.pdx.edu/wrc/SSM>

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Number of events = 81 events over 5 years with an average of 16 events each year.

Average annual attendance = 500

Number of organizations that have been involved over the last 5 years = 34.

Includes student organizations, academic departments, student services departments, and external organizations. Examples include:

Oregon Museum of Science and Industry
Center for Diversity and the Environment
Queer Resource Center
Food Action Collective
Chemeketa Community College
Portland Community College
Graduate School of Education
Coalition of Pacific Islander Students

Other outcomes:

Cultural Sustainability Self-guided Tour Map:

http://www.pdx.edu/sustainability/sites/www.pdx.edu.sustainability/files/Cultural%20Tour%20Map_

[Digital%20Version_09.04.14.pdf](#)

Seven students have completed internships.

Completed an accessibility study of major campus buildings and have advocated for changes that provide additional accessibility for students, staff, faculty, and community.

A letter of affirmation from an individual with relevant expertise:

[SSM innovation letter.doc](#)

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	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No

Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
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:

<http://www.pdx.edu/wrc/SSM>

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

Criteria

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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:

Mug Runners

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

The genesis for the Mug Runners program came from a student eco-rep who was concerned about waste from computer labs. Whenever a student enters a computer lab, they must place their beverages in a bin by the door to keep them away from the computers and keyboards. Many containers were being abandoned and later thrown in the garbage after 24 hours without collection in various labs across campus.

Through a collaboration between the IT department, Take Back the Tap, and the Campus Sustainability Office, abandoned containers are now collected weekly, washed, and redistributed via the PSU Reuse Room.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Mug Runners program started in late October 2013, and from Oct-June collected 369 items over 35 collections to 7 locations sites. Beginning with computer labs, they now collect from the Rec Center and one lost and found location as well. Collections totaled nearly 60 hours of volunteering, which was predominantly done by one volunteer but we did have 2-3 helpers as well. The sanitized mugs and bottles are very popular and are taken within one or two days from the Reuse Room.

A letter of affirmation from an individual with relevant expertise:

[Mug_Runners_Letter \(1\).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	---
Purchasing	Yes
Transportation	---
Waste	Yes
Water	Yes
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:

<http://www.pdx.edu/planning-sustainability/psu-reuse-programs>

Responsible Party

Molly Bressers

Program & Outreach Coordinator
Campus Sustainability Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

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

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

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

The SAGE (Smart Academic Green Environment) Classroom

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

Schools around the nation are facing tight budgets and aging main buildings. When populations shift a school that once had the all the space it needed one year could be busting at the seams the next. In these circumstances a modular classroom often ends up outside of the school to provide extra space. These are often looked at as a quick fix or temporary solution. But our research has shown that they frequently become very long term buildings (some modular classrooms in Portland, OR have been in use for over 60 years). Our team wanted to provide a viable alternative to the current poorly performing and uninspired modular classroom and to raise the standards for what we, as a society, consider acceptable for our children. The SAGE (Smart Academic Green Environment) Classroom, redesigns the standard modular classroom with the focus of creating a healthier, more energy efficient and affordable alternative, while maintaining many of the modular building industries efficient building techniques and use of materials.

The first SAGE classrooms were installed at the Corvallis Waldorf School in Oregon and dedicated in October 2014.

The SAGE Classroom is the product of years of partnership between many public, governmental, non-profit and for profit organizations. The team was led by Portland State University's Schools of Architecture and Engineering along with our manufacturing partner Blazer Industries. The project team is led by CPID Director Sergio Palleroni and CPID Fellow Margarete Leite. To learn more about the SAGE Classroom's history, progress, design innovations and how to get a SAGE Classroom for your school go to:

www.sageclassroom.com

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

15 new SAGE classrooms are up and running in OR and WA for the 14-15 school year. Energy recovery ventilator provides 3x the air exchanges, 2-4 times more square feet than the standard classroom, non VOC paint and sheetrock, other less-toxic materials used, solar powered sun cooler ventilator, and many other sustainable features make these classrooms healthier for inhabitants, and less impactful in use and construction .

A letter of affirmation from an individual with relevant expertise:

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

	Yes or No
Curriculum	---

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.pdx.edu/public-interest-design/sage-classroom>